

The Shakerite

real
WORLD

"Everyday life is not an episode from *Dawson's Creek*," sophomore Aida Harris said. Find out more in this month's CENTERPIECE, pages 8-9.



JOE BOXER

April 30, 1999 • Volume 69 • Issue 7 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

Student scores don't add up

• Mandated report card says district needs continuous improvement

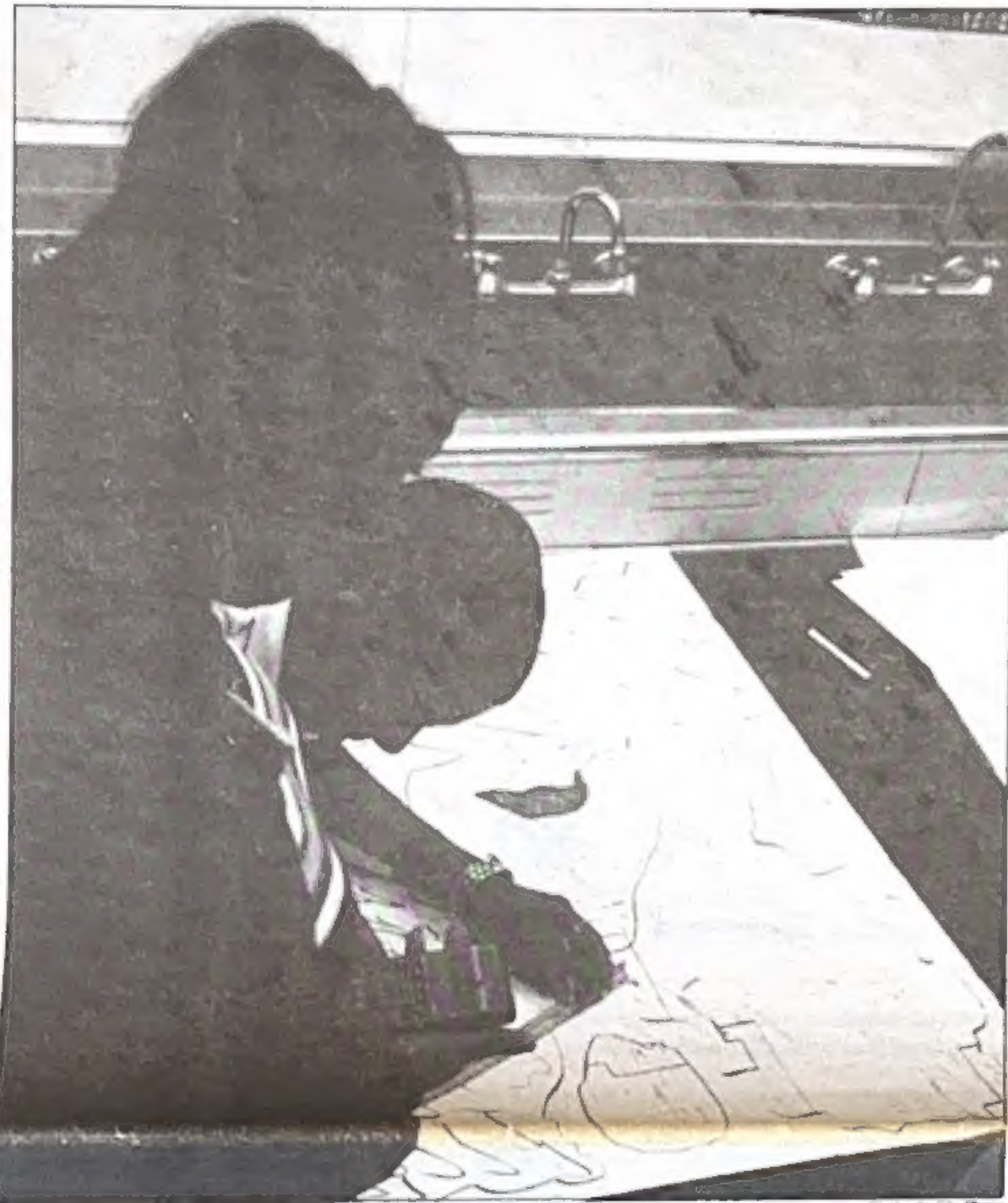
By Meghan Dubyak and Karen Jenks
Staff Reporters

In spite of district efforts to address minority achievement, the latest statewide assessment of student success deemed Shaker schools in need of continuous improvement and revealed an average 34 percent gap in senior proficiency test scores between white and African-American students.

According to the state-issued report card, which rates every Ohio school district, Shaker's African-American seniors scored at or above the state standard of 60 percent on only two of five sections of the senior proficiency test, while the district's white seniors exceeded 60 percent on all five sections.

The achievement gap among Shaker fourth graders echoed that of the seniors. As a group, fourth graders failed to meet the 75 percent target established by the state for fourth-grade proficiency tests. White fourth graders scored above the 75 percent mark while African-American fourth graders consistently scored below the target.

District officials were disappointed by the pilot report card, which evaluates school districts based on 18 standards, 16 of



Seniors Tasha Myles and Mike Thomas work on a CP Government project called country capitalism. Thomas is planning roads for a mock country. According to Davis, the correlation between classroom success and high proficiency scores is minimal. For a critical view of proficiency tests, see PAGE 7.

which are based on proficiency tests. The other two categories are attendance and graduation rates. Shaker's African-American seniors consistently fared much better

than the state average for African-American students, scoring an average of 15 percent better on each section of the senior test than did their statewide counterparts.

The report card, which served as a sample of the official report card to be released in 2000, rated the district in need of continuous improvement because

SEE REPORT, PAGE 4

Starbucks coffee sets its sights on Shaker

• Local coffee shops hope to survive the Starbucks onslaught

By Debra Kamin
Staff Reporter

With the opening of a new Starbucks store at the Chagrin and Van Aken location that previously housed Manhattan Bagel, coffee shop owners and coffee drinkers around Cleveland are voicing their opinions about the influx of the Seattle chain.

The new Starbucks will be the fifth to open on Chagrin Boulevard. In the greater Cleveland area, 15 Starbucks are already in business. Local coffee shop personnel say their smaller, Cleveland-based businesses are threatened by the number of the national chain's stores popping up around the city.

David Reich is president and operating partner of Arabica Cafes, Inc. He jokingly refers to Starbucks as "Charbucks" (because Starbucks coffee is made from a darkly roasted bean) and says that he admires the business strategies of the franchise.

"Starbucks seems to get into the locations where other coffeehouses aren't allowed," he said, noting the Chagrin Falls store as an example.

The first Arabica coffeeshop was established in Cleveland in 1976. Reich refers to his store as Cleveland's original coffeeshop and considers the café a place for commu-



A Coffee Adagio employee serves a customer. Community loyalty is one of their strengths according to employee Brett Habert.

nity members to gather and spend time.

"My image of a coffeehouse is a place where people gather to share conversations and good coffee, but there's a lot to be said for convenience," Reich said in comparing the location of his stores to those of Starbucks.

"Arabica and many local coffeehouses usually choose locations based on foot location and the surrounding neighborhood," Reich said. "Starbucks has in-transit stores, right off the main road, where coffee can be ordered on the run."

Starbucks declined to be interviewed, stating a corporate policy that they were unable to assist in any school projects because of the large volume of requests they receive.

SEE BEANS, PAGE 4

Legislators amend state law to mandate stronger penalties for repeat stalkers

By Jon Heller
Staff Reporter

Little has changed in the case of Scott Strothers, the 1996 Shaker graduate charged with the murder of freshman Penny Chang, but Ohio state legislators have revised state law to reflect heightened awareness of stalking crimes.

On March 30, the Ohio Revised Code was edited to include an additional section regarding stalking. An excerpt from

this addition states that "Whoever violates this section is guilty of menacing by stalking, a misdemeanor of the first degree. If the offender previously has been convicted of or pleaded guilty to a violation of this section, menacing by stalking is a felony of the fifth degree."

In addition, the state of Ohio granted \$4.8 million to the Violence Against Women Act (VAWA) Grant Programs. Also, a project has been started with the

purpose of assisting stalking victims. The VAWA's purpose is to provide support to women who have been the victims of violent crimes including stalking.

The fourth annual National Crime Victim Rights Statewide Kick-Off was recently co-hosted by Ohio Attorney General Betty Montgomery. A mother and daughter -- both victims of stalking -- spoke of the horrifying situation a per-

son is put in while being stalked. The women gave thanks to Montgomery, who they said helped make stalking a prosecutable crime in Ohio.

Meanwhile, Strothers has been charged with aggravated murder.

Stalking assembly educates students about behavioral indicators. Page 2

get
OUT!

May's birthstone is the emerald. If studying emeralds isn't your idea of fun, here are some other things to do.

MAY-SUMMER

Nelson Ledges Quarry Park
CLIFF JUMPING \$5
216-548-2716

SUNDAY, MAY 16

National College Fair
12p.m.-4p.m.
CSU Convocation Center

EVERY WEDNESDAY

Swing dancing
See junior Nate Sheppard

SUNDAY, MAY 23

"Way to Go" Cedar Point
Trip for seniors only.
Tickets: \$35, can be
bought in the Eli Gallery
thru May 21st.

SATURDAY, MAY 29-SUMMER

Thornton Park Swimming
\$4.50 for one swim
\$65 season pass
216-491-1290

SMELLS LIKE TEAM SPIRIT

Shaker's Runnin' Raiders garnered a lot of attention, especially when they made it to the state finals at Value City Arena in Columbus. Although the Raiders bowed to the Cincinnati Moeller squad, the Raider fans continued to show their spirit. Here, fans Jimmy Dunn, Austin Cameron and Nate Sheppard are flush with Raider pride.



Screen Shots/The Shakerite

Tighter requirements limit senior project participants

• Written proposals, five-class mandate may squash hopes of leaving early

By Megan Kortemeyer
News Co-Editor

Senior project

It is a time that most students have looked forward to ever since they first entered high school. But what was once thought of as an extended summer vacation for seniors has become an increasingly structured activity.

This year's seniors became the first class to experience new requirements that accompany the revised senior project. This is not the first time senior project has been changed, however. In the 1980s, only 10 percent of the class went on project, but recently as many as two-thirds of the senior class have participated.

"In the '80s, project was considered to be a privilege. Now more kids apply and know about it," said math teacher Walter Slovickovski, who is a coordinator of senior project with Sarah Davis.

"We found the current program was not running as well as it could be. That's why there have been several changes with senior project. There are now two adults instead of one sponsoring the kids. Seniors also must have a faculty adviser," social studies teacher Davis said.

The additional work and rules that were added this year will most likely decrease the number of

eligible seniors.

"Seniors have to fill out a calendar, which their sponsors have to sign. They get credit for AP exams and AP review. Also, they have to write a short essay of 250 words that says what they are doing and how it helps the community. They use this as a basis for their presentation, which now is 10-15 minutes long [instead of five] and presented in front of a number of adults," Davis said.

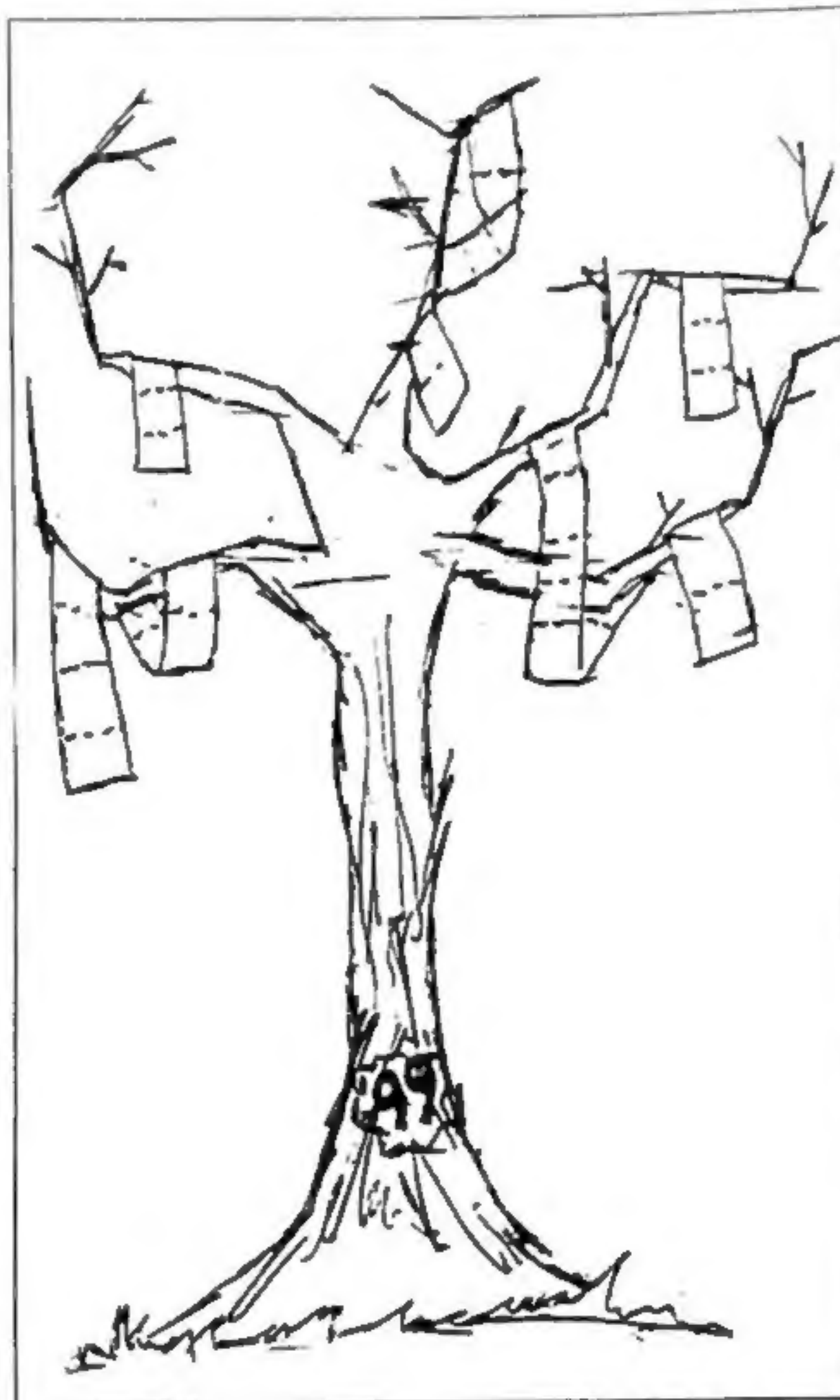
Part of the problem with senior project began in previous years.

"Many of the sponsors were unhappy last year after there were a lot of unexcused absences," Davis said. "Also, more schools across the greater Cleveland area started participating in the program, making it more difficult for students to find sponsors."

Seniors have mixed opinions about the new requirements.

"I don't like having to do more work, but it's really not that bad. It is annoying to have to do more outside work, though," said senior Allison Artman, who will be working in a veterinarian's office.

"There are too many things to do. It's very stressful and if you miss deadlines it's hard to catch up," said senior Melissa Hurd, who will be working at the Holy Glory Church as an office assis-



If seniors participate in pranks, such as toilet-papering trees on the front lawn, they'll risk missing out on senior project.

tant.

There are many additional reasons that can keep seniors from going on project.

"It is not just incompleteness of the paperwork that keeps seniors from going. Grades, absences, not paying textbook fines all play a role in denying students the right

to go. Because of this, I'm sure there will be fewer seniors," Davis said.

"So far, 200 seniors have applied [to go on project]. That number will probably go down. The new requirements give project more accountability, and that is what we're aiming for," Slovickovski said.

Numerous mistakes found in school textbooks

• Science teacher keeps running track of errors found

By Meghan Dubyak
Staff Reporter

Shaker students and teachers have been finding more and more mistakes in classroom textbooks.

These errors can be found in a diverse group of Shaker textbooks, notably science books.

Science department head Roderick MacLeod, after noting many mistakes, decided to keep a running list of every error he or his students found.

"Lots of publishers are out to make a quick buck, so textbooks can easily contain erroneous information," MacLeod said.

After finding the mistakes, MacLeod met with a textbook publisher at a teacher's workshop and was offered a job editing the next copy of the book.

"The mistakes are generally not large, but they can be confusing to a student reading the text for the first time."

DR. MONROE KENNEDY
science teacher

"The textbooks use too many words, so of course it is easy for them to get mixed up. They need to be more concise in what they say and the errors would decrease," junior Sayaka Fujioka said.

"Sometimes the mistakes are ridiculous, but nobody's perfect," senior J.P. Fisher said.

Junior Veronica Harper echoed this response.

"The mistakes most of the time are pretty noticeable, so it's not that big a deal. When I come across them

they are more funny than anything else," Harper said. Other students don't even notice them at all.

"I don't really care about them. Most of the time when there are mistakes I don't notice them," sophomore Peter Ledford said.

"I actually don't mind them. Most of the time I ignore them, if I even find them at all," sophomore Greg Hurst said.

Teachers, however, express concern over the negative consequences of incorrect information.

"Students can become easily confused and frustrated by these errors, and with that confusion come negative results," MacLeod said.

Science teacher Dr. Monroe Kennedy agreed with MacLeod.

"The mistakes are generally not large, but they can be confusing to a student reading the text for the first time. Most of the time, the students don't notice the mistakes, and I have to point them out," Kennedy said.

Several students agree with the teachers' viewpoints.

"Textbook errors really annoy me. If they're supposed to educate us, they should at least be able to have flawless books," junior Erin Roberson said.

According to MacLeod, in the long run, textbooks errors provide an interesting challenge.

"They make us [teachers] do our job more carefully and it gives us an important reason to be there teaching our students. It really provides an interesting challenge in my classes," MacLeod said.

"Lots of publishers are out to make a quick buck, so textbooks can easily contain erroneous information."

RODERICK MACLEOD
science teacher

Shaker to compete at Fed Challenge final

A team of five students consisting of Seth Chokel, Candace Hamilton, Melissa Koch, Ben Madorsky and Alan Murphy, advised by economics teacher Diana Jones, will travel to Washington April 30 to compete in the inter-district final of the 1999 Fed Challenge. Only nine teams make it to this level.

news BRIEFS

Annually, five Shaker students participate in the regional contest, in which they recommend to a panel of judges whether the Federal Reserve should raise, lower or keep interest rates as is. This year's team qualified to advance to the Washington round.

The team will present their proposal through a two-part 25 minute performance. In the first 15 minutes, the students explain their view of the current status of the economy. They then have a 10 minute question-and-answer session in which the judges ask them about their research. The winning team will bring home substantial cash awards for themselves, Jones and their school.

Jon Heller

Shaker students prevail in '99 National Spanish Exam

Several of Shaker's top Spanish students were successful in the 1999 National Spanish Exam. For the Northern Ohio Region, senior Carolyn Shook finished first place in the Level V Outside Experience category. At Level V Regular, senior Peter Morgenstern and junior Austin Frank finished first and second, respectively. Finishing in third place were seniors Abe Kinkopf and Zachary Davis. Senior Alan Murphy came in fourth, junior Jon Slain came in sixth place, and senior Rachel Kibbe came in eighth. At Level IV Regular, junior Sarah Frisof finished in second place, junior Jon Munetz came in third, and senior Kate Goheen and junior John Jackson tied for fourth place. At Level III Outside Experience, sophomore Dan Farias finished first, and at Level III Regular, sophomore Elizabeth Maguda finished second and sophomore Jessica Burns finished in eighth place.

Jenny Heisler

Panel discussion on stalking advises self protection

In an effort to provide knowledge for students about the dangers of stalking, several members from the Shaker Heights Police Department and Municipal Court visited the high school April 21 to answer questions. Also speaking were Valerie Hura from Templum and Cathy Alexander from the Center for the Prevention of Domestic Violence.

"Change the way you do things to protect yourself," advised Shaker Detective Cherilyn Lewis.

Jenny Heisler

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Not everyone supports on-line revolution

• Computers have arrived, but some faculty, students not logged on

By Julie Redline and Lia Silver
Staff Reporters

In the age of technology, not everyone at the high school is as enthusiastic about computing as you might think.

Lost amid the clicking of mice and keyboards are faculty and students who don't feel comfortable around computers.

For teachers, reluctance to hop online may create a stir next year, as the school is considering increasing the amount of information sent via e-mail and decreasing the amount sent to office mailboxes.

However, at the present time many teachers don't feel an urgent need to use their e-mail.

"I haven't got any pressure yet to activate [my e-mail]," Latin teacher Robert White said.

One of the major obstacles that teachers face in using their school e-mail is the fact that they are unable to access it on their home computers.



"This was a first time effort for me," said science teacher H. Clair Rankin. "I normally use Macintosh computers, but we received new IBM hardware that helps us teach what's going on with equilibrium."

Foreign Language Department Head Norma Guice said that the system would be more efficient if all teachers had the ability to use it at home.

Some students also experience problems using the new technology. "I would learn how to use the Internet, but my family is too cheap to get it," sophomore Marianne Cronin said.

Sophomore Luke Rinderknecht complained that computers are always breaking when he uses

them. "Computers are good and everything, but technology hates me," he said.

Sophomore Alex Fuller has experienced similar problems with computers. "I hate computers be-

"Computers are good and everything, but technology hates me."

LUKE RINDERKNECHT
sophomore

cause if it messes up, you don't know how to fix it. It's not like a bicycle," he said. "If computers had feet, they would always

be kicking me," he said.

Sophomore Aaron Greenspan believes that the biggest difficulty is that not all of the school computers work all the time.

Another problem is that not all of the teachers and students are completely comfortable using various kinds of technology. According to Walter Boswell, network manager, there are a select number of teachers who are very adept at certain computer programs which are used at the high school. These teachers act as mentors to other teachers who are less experienced.

Talents, leadership roles big factors in college enrollment

• Extras becoming more important

By Zach Weil
Computer Editor

'Tis the season of the fateful letters

By now, most Shaker seniors know their collegiate possibilities. They've been accepted or rejected, agonized over the results of their applications and chosen where they will continue their education. Come fall, nevertheless, students who didn't garner invitations from their first-choice schools are left wondering why their numbers didn't add up to admission.

Although SAT scores and cumulative GPA are important factors in determining college admissions, there are other several elements. Among the many items that can influence a university's decision are special abilities or talents, leadership roles, athletics and, to some extent, geography.

Shaker students recognize the importance of a well-rounded approach.

"It's pretty important to be in extracurricular activities," senior Jon Ryder said. "They set you apart from other students."

Colleges regularly take students that fill a specific need.

"Certainly they want students to be well-rounded, but if a university needs, say, an oboist to fill a hole in their music department, that student is going to have an easier time getting in than others," guidance counselor Ron Morgan said.

Senior Maureen Lynch feels that specific abilities are not needed.

"The abilities are not what's important. It's solid participation in several activities," Lynch said.

"Extracurricular activities are important because they show you can handle work in a team environment," senior Nicole Huff said.

A particular area of interest for many colleges is students with athletic abilities.

Shaker basketball and golf coach Bob Wonson knows students recognize the importance of diversification in high school.

"I understand that colleges want well-rounded people academically and otherwise, but participation in athletics is a major plus for college admission. I've had students join the golf team that I knew full well were doing it just to have it put on college applications."

Wonson said.

"It's important to be well-rounded with athletics along with good grades," senior Tom Fallon said.

Geography also plays a part in acceptance. Many institutions try to diversify their classes from high schools around the country.

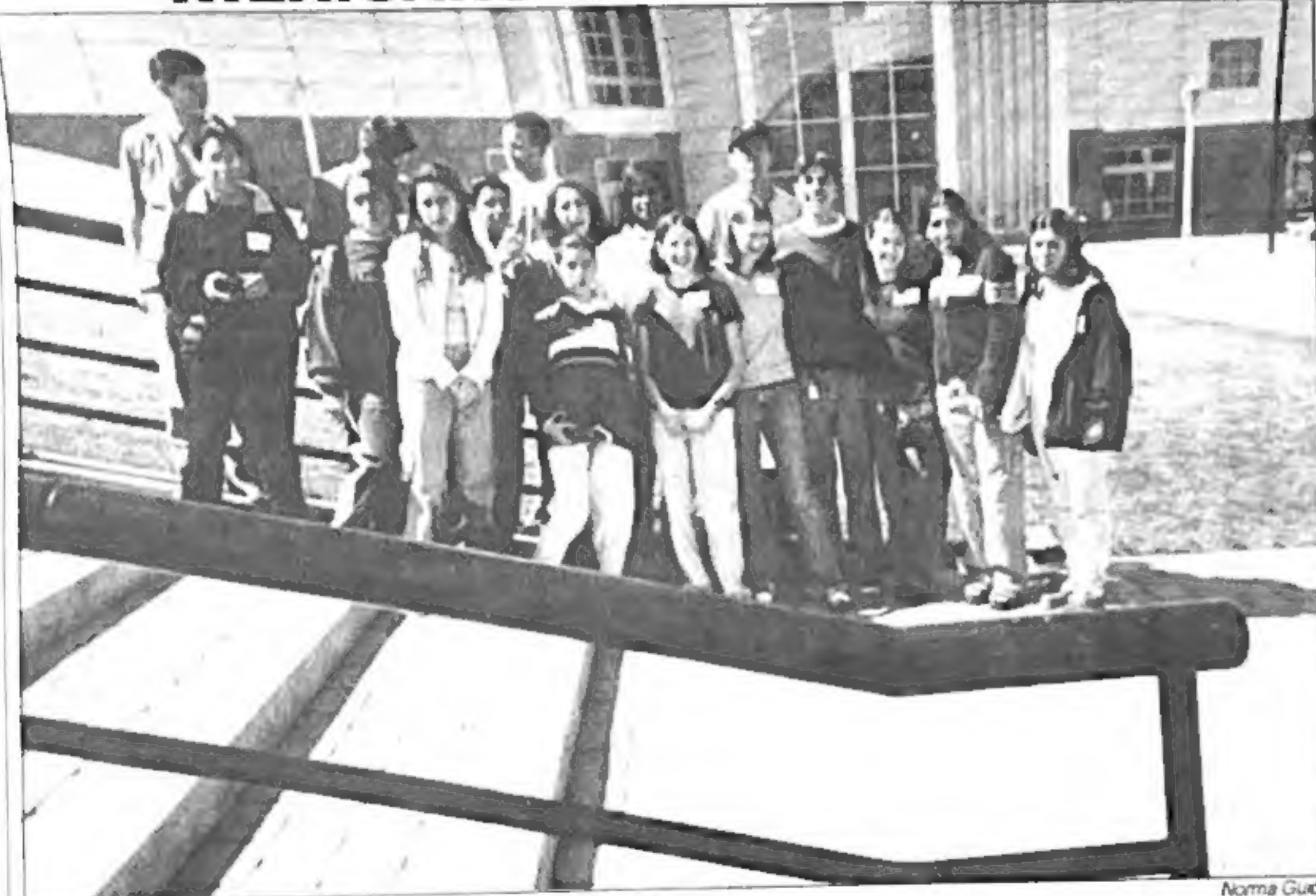
"Schools make an effort to fill their classes with students from a variety of different areas. It increases the diversity and keeps the classes well balanced," Morgan said.

Overall, universities would like a combination of all of these things. Eileen Blattner, head of the guidance department, feels that Shaker has done well stressing these guidelines this year.

"As always, everyone is in a school," Blattner said.

"It may not be their first choice, but everyone is in somewhere."

MEXICANS ROCK 'N' ROLL



Mexican exchange students visit the Rock and Roll Hall of Fame during their stay in Cleveland. The trip was organized by senior Alan Murphy. The students, who go to school in Mexico City, came on April 1, and left on April 22. During their visit they attended school with their host students and were welcomed with a school assembly.

Norma Guice

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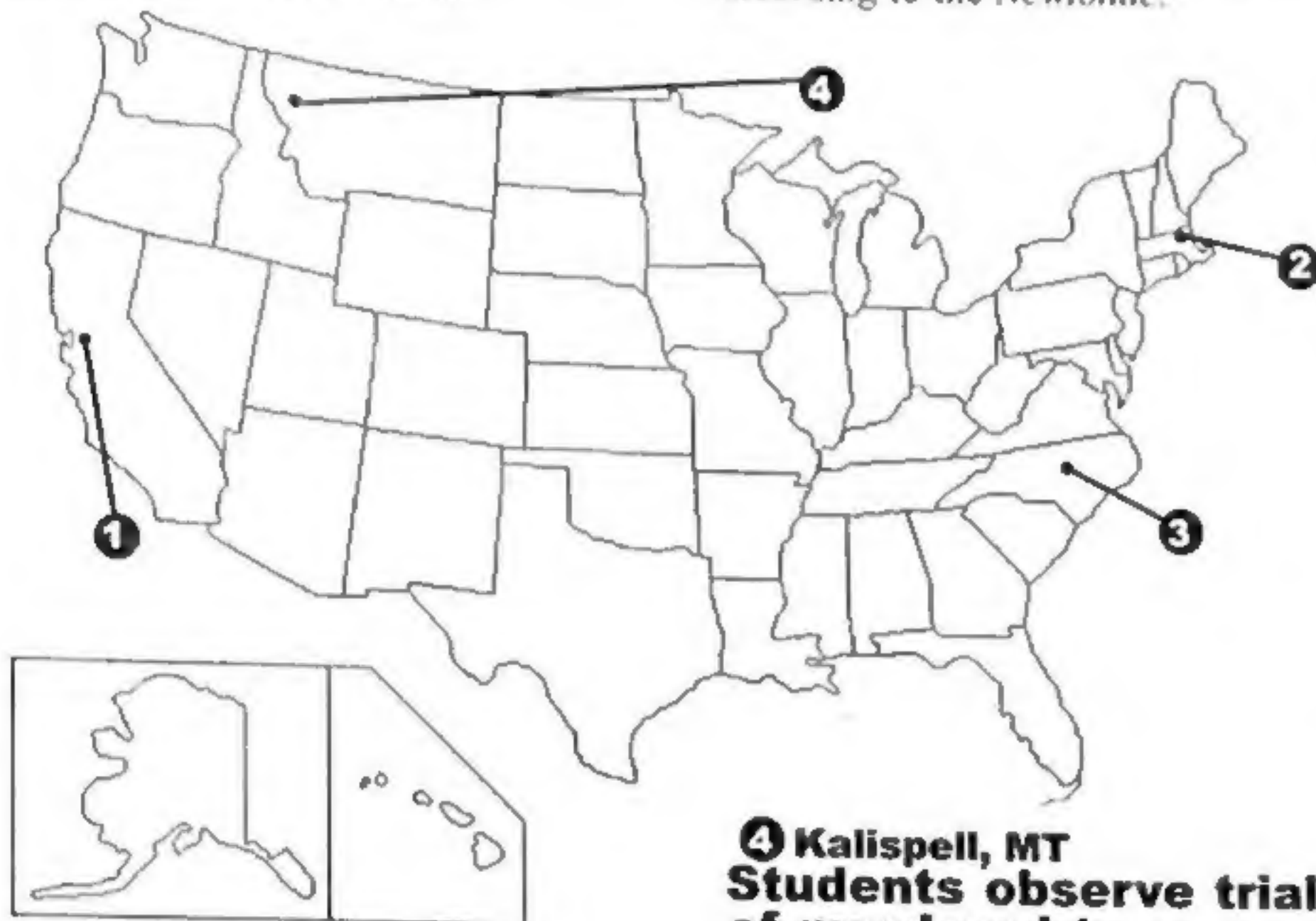
News in the nation

① San Francisco, CA Hazing benches baseball players

The *San Francisco Examiner* reports that four high school baseball players were arrested for alleged sexual battery against their younger teammates. The students were also expelled, and the team was forced to cancel the rest of its season.

② Newtonville, MA Students propose eliminating GPAs

Students at Newton North High School have proposed limiting the number of honors classes kids can take by making harder requirements. Another part of the plan is complete elimination of grade point averages, according to the *Newtonite*.



③ Chapel Hill, NC Fake scholarships leave kids with bills

Five students from the Chapel Hill area arrived at college with promised \$10,000 scholarships from a Houston-based company, only to find that the scholarships were fraudulent, cites the *Echo* from East Chapel Hill High School.

④ Kalispell, MT Students observe trial of murdered teen

The *Arrow* at Flathead High School reports that 14 law students observed firsthand the testimony regarding the murder of a local teen. Students sat in on the questioning of the lead detective and the closing arguments.

Compiled by Jenny Hestor and Megan Kortmeyer

Shaker met only 12 of the 18 standards.

"I'm not satisfied with the results because I know the students can do better," Executive Director of Curriculum Jim Paces said. "However, [the report card] takes a very narrow view of student achievement."

Students support the view that proficiency tests lack validity.

"I don't think the proficiency tests are a sufficient way to measure the true intelligence of students in Shaker," junior Courtney Harrison said.

For 9th and 10th grade students, Shaker met all standards except for math.

"We've been able to predict the results of the ninth grade tests because they have remained stable for several years," said Dr. William Newby, director of curriculum at the high school.

Many programs have been established to address performance.

"We are trying to intervene early at the kindergarten levels to change the pattern of achievement," Paces said.

Kindergarten intervention, which has existed for a few years, has not yet proved effective.

"We were one of the first schools to implement one of these programs, and several schools have followed our lead," Paces said.

"Shaker has more than enough resources but students have to make the

REPORT FROM PAGE 1

choice of what to do with their lives," freshman Jamiyl Motaabbed said.

Newby said the most serious issue facing proficiency tests is the achievement gap. "Our students over-perform the state average, but there is still an achievement gap."

However, questions have been raised over education of minorities and a possible correlation to test scores.

"They tried to put me in CP classes when I first came to Shaker. They assumed I couldn't cut it in the honors classes," junior Amber Jones said. "My counselor and a lot of my teachers told me to drop."

Senior Yasmeen Chandler perceives differences between the CP curriculum versus that of AP classes.

"It seems like they [AP] don't do as much busy-work," she said.

"The CP classes don't prepare you as well for the [proficiency] tests," Jones said.

While stressing that Shaker is challenged to diversify its honors and AP classes, Newby said the CP curriculum has merits.

"I believe the CP curriculum is very valuable," he said. "I do argue whether or not we support students and what they are gaining from the curriculum of our CP courses."

Harrison notes a discrepancy in expectations.

"White students are pushed from the time they are young in the Shaker school system," Harrison said. "The minority students don't get this push."

Government teacher Sarah Davis believes that attitude may play an important role in the achievement gap.

"I don't see as high a degree of correlation between grades and proficiency test scores as I'd like to see, and the only thing I can think of is a defeatist attitude, because we worked to tailor the CP government class to cover the topics on the test -- as much as you're allowed to know -- but we're not satisfied with that as the only reason," Davis said.

Research indicates many barriers harm test performance, including diversity within the school and socioeconomic factors. Davis said that those effects must be addressed.

"Results on the test would be just the stereotypical results you've seen on previous standardized tests in school, but the gaps are not as big in the classroom. I don't know why," Davis said.

Whether it is curriculum, the test or student attitudes, school officials see the report card as another reminder of the district's purpose.

"The report card is limited, but it underscores our need to help every student reach his or her full potential," Paces said.

BEANS FROM PAGE 1

By virtue of its location, Coffee Adagio at Van Aken Shopping Center is the coffeehouse most vulnerable to the opening of the new Starbucks.

Coffee Adagio displays a petition calling out to their customers and the entire community to support local businesses and what they call Shaker's "unique environment" by keeping national chains out of the community.

Brett Habert, an employee at Coffee Adagio, supports the petition and the principles behind it.

"I see Starbucks basically as the McDonald's of coffee. They have an inferior product to what we have and cutthroat business strategies to go along with it," Habert said.

Habert said that the rise of Starbucks in the area has yet to damage his store's business.

He added that the arrival of a new coffee provider has allowed him to know who his true customers are.

"Business is not really declining, and what I have seen is the community rallying behind us," he said.

"The only business change is that we now know who is loyal to our store and who's not."

Senior Amy Warchock also sees a difference between Starbucks and



Artwork courtesy of Arabica

other local coffee shops.

"I think big corporations like Starbucks are monopolizing and taking away the quaint little shops we used to have in Cleveland," Warchock said.

"At smaller stores the employees care about the customers, and the atmosphere is more inviting. You want to stay and sit."

Steven Ciesicki is the head coffee buyer at Kokopelli's, located at Lee Road and Van Aken Boulevard.

Though he considers his coffee shop "the best in Cleveland," he has no animosity toward Starbucks or their coffee.

"We [Kokopelli's] don't hate Starbucks. I mean, if I was on the road, I would get a cup of their coffee," he said.

Ciesicki also feels that Starbucks is not taking away from Kokopelli's business because the two stores simply attract different crowds of people.

"We serve a different product than Starbucks," he said. "Our roast here is a much lighter roast, and Starbucks' is darker."

People who like Starbucks will go there whereas people who like us come here."

Arabica is junior Erin Sudow's favorite coffeehouse for many reasons, mainly the artists that are showcased there.

"Arabica displays photography, paintings and musicians. That's a lot more interesting than the CDs and generic murals you see and hear at Starbucks," she said.

Some students are fond of Starbucks, and would easily change their coffee routes from smaller shops to the large chain.

"If they put a Starbucks at Chagrin and Van Aken, I'd go there instead of Coffee Adagio," senior Chica Feliz Terry said. "They have a better selection. It's that simple."

Still, Arabica's Reich said that Starbucks lacks elements essential to creating a coffee shop.

"Our store has a commitment to intensity in all that we do," he said. "We bake our own pastries, we roast our own beans. Starbucks doesn't know beans about beans."



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Shakerite

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'rile ARTIST

AFTER A LACK OF MISSILES,
THE USA DECIDED TO
USE "N'SYNC" AS A
WEAPON AGAINST THE ENEMY..



Dan Moody/The Shakerite

Generation ... why? Shootings spark fear of self-destruction

What's happening to our generation? We have turned our schools into battlefields as we fight a war against each other. The recent high school shooting frenzies have caused many to question schools' awareness of the problems of today's youth, the availability of guns to high school students and the effects of peer criticism.

However, most have failed to discuss one of the most important developments of the war among high school kids in this country. How are these shooting atrocities going to affect the way that our generation views life?

Each generation loses its innocence through some national crisis that hits too close to home. For our parents it was the threat of Russia and nuclear warheads, then fear of being drafted to fight in Vietnam. Times have changed.

Now, we don't fear the atomic bomb. We fear the kid who sits next to us in math class.

When we go to school each day we are forced to ask ourselves the questions, "If someone had a gun and started shooting, where would I go? Where would I run to? Where would I hide?" This makes the threat much more personal and real. This is how our generation is going to grow up. We, not some outside threat, are our own worst enemies.

Why do our peers have all of this pent-up anger? Why do we resort to senseless violence and brutality? Why is our generation so angry? It is because of a lack of respect or caring for each other.

Heightened awareness is not the only measure that can be taken against school shootings. As a nation, we should give everybody the respect they deserve.

To repeatedly pick on kids in high school and convince yourself that your disrespectful comments will have no permanent effect is to live in a bubble of oblivion. One day, that kid who is picked on everyday is going to get up and take matters into his own hands by putting both of them on the trigger. It doesn't have to be this way.

The recent high school shootings could have been prevented through awareness and increased tolerance for diversity.

Our country and generation need to wake up from this naïve slumber. It is time for the youth of America to become empowered and take control of their lives. Our rights will continually be taken away if we don't make a change.

We must demand safety in our schools. This will not come through the National Rifle Association suggestion of passing legislation that will allow teachers to carry concealed weapons. What will this achieve? Violence begets violence. How many innocent lives must be halted before our government and school systems take the reality of guns in our nation's high schools seriously?

The more time that students spend convincing themselves that tragic events like the Columbine shootings could never occur at their school, the more lost we become as a generation.

the TOP 10

Craziest things found in
high school lockers

10. Tobacco sauce that you can smell from down the hall.

9. A sock and a paper bag.

8. A toothbrush for use in brushing teeth at random points throughout the day.

7. A Mirror that says "I'm a monster."

6. A decoration of *Saved By the Bell* characters and a collage with a dominant photo of Zack Morris.

5. A Hulk Hogan figure that falls out and attacks the person who is opening the locker.

4. A few rolls of toilet paper, just in case.

3. A rake inside one of those lockers that are skinny like twigs.

2. A picture of Andre the Giant with a big head and a little body saying "Shut up or I'll sit on you."

And the #1 craziest thing seen in high school lockers...

An old pair of not so clean underwear.

"Monkey" part of The Shakerite staff?

Dear Editor,

Disgust. Appalled. Pathetic. These are words that come to mind when I think of the March 26, 1999 *Shakerite*. Although I was annoyed with much of the issue, my biggest problem was with the coverage of New Stages XVII. Nearly 50 students busted their balls working on putting on New Stages.

Yet, was there an article? No, there was a boxed off picture that appeared as though it was an advertisement. No one will argue that the hoop squad doesn't deserve press. They do. But playwrights are some true ballers, too.

In a school full of talented students that deserve to be showcased, it is understandable for some to get passed. But, I would rather see a picture of the entire *Shakerite* staff biting each other's toenails than read about how long Makeda Black talks on the phone at night.

Who picks the articles? A monkey? As the school paper it is your job to represent the school. Allow me to repeat that, (this time capitalizing key words).

It is your JOB to REPRESENT the SCHOOL, which you obviously didn't do. I would like to conclude with the beautifully spoken words of Sidney Dean, "Your Mama's an astronaut."

Jeff Rosenberg, junior

CHURCH AND STATE SEPARATED? MAYBE NOT

The role of religion in school is specified in a policy passed by the Shaker Heights Board of Education.

The policy says "religious education is the responsibility of the home, church and temple and within the Shaker Heights City Schools shall remain the free choice of the individual, true to the American Heritage and Constitution."

We study the Bible to understand its history and the allusions to it that occur in literature. The

policy says that religious neutrality is not only mandated by the Constitution, it is also sound educational policy. Also, the policy states that our school should avoid practices which single out and isolate pupils. However, occasionally religion does become a factor in the classroom and students feel uncomfortable.

Is it realistic that we study the Bible and not religion? When are the debates too heated? Where do teachers draw the line?

Religious debates about Bible, students and teachers respond

It is certainly true that teaching *The Bible as Literature* raises potential problems from both ends of a continuum. On one end, people who view the Bible as a sacred text might be offended by its academic handling.

On the other end, there are those who object to the required reading of anyone's sacred texts as a de facto advocacy of the values they present.

I find, however, that students respond well to a presentation of this material consistent with our treatment of other literary texts: the first and most exacting task is reading thoroughly and accurately enough to understand what ideas are expressed and implied in the text.

Once that is accomplished, we may respond to and evaluate those ideas in open discussion, drawing on our personal experiences and other readings to enrich our insights.

In these discussions, we must maintain respect for each other's

opinions and values and openness to learn about them, otherwise we can learn little from the texts or from our discussions.

With this basic approach (which I find the best one for most literature), students can work with Biblical stories as the rich sources they are for ideas and allusions in much of Western literature, while avoiding most potential problems over the content.

-Dr. Carol Fox, English teacher

Reading the Bible in school was a great opportunity, but we didn't get as much out of it as we could have.

The version we read, *The Bible as Literature*, was almost insulting in that it sounded as if the Bible on its own wasn't literature. Beyond that, this particular version only had fragments of stories, making the whole thing confusing.

One of the most interesting aspects was the comparison of religion and beliefs, yet this topic was almost always avoided.

Supposedly we can't talk about religion in school, but that is a major aspect of the Bible. We are lucky, however, to get the chance to read the Bible in school.

-Chloe Hill, sophomore

No one can pin down the exact cause for the massacres in Yugoslavia. Chances are economic factors play as large a role as religious ones. However, the shocking fact is that at the twilight of the twentieth century we haven't progressed beyond the Thirty Years War. Neither in Yugoslavia nor in Shaker classrooms have we learned to tolerate and cherish religious differences.

In 10th grade we studied the Bible in English. The purpose, blatantly proclaimed in the title *The Bible As Literature*, was to study the Bible in order to learn its historical and literary significance.

Although some people were reluctant to clarify their own views, there was an identifiable amount of emotional heat circulating within the room. Even though our teacher had emphasized that not everybody held the same beliefs, some people behaved as though they were attending Sunday school and not public school. Some people spoke with a clear assumption that not only were their views right for them, but also right for the rest of the class.

The fact is, no matter what religion or non-religion you proclaim, your beliefs and your feelings are a fundamental part of how you understand and react to the world. Reading the Bible in a diverse classroom such as those at Shaker provides a unique opportunity to understand how others function in this world, what they believe and why.

When we gain the ability to understand others' religious motivations, it is almost as though we are walking a mile in their shoes. Unfortunately this singular prospect to promote introspection is destroyed when people can only open their mouths and not their ears. Even though I was disappointed with our class when we read the Bible, I

Someone said to my friend that she was evil and going to hell because she didn't know what religion she wanted to be.

-Lainie Cohen, sophomore

I can truthfully say that I learned more about them during those discussions than ever before.

Does the hostility and tension that arises from studying the Bible negate its value? Certainly not. The number of allusions and references the Bible in contemporary secular literature is infinite. Still, the study of the Bible allows us to become more aware of the myriad of religions that surround us.

No, we are not surrounded by the religious animosity of Kosovo. However, we are surrounded with a plethora of religions full of subtle differences.

When we approach religion and diversity with a closed mind, we enable the creation of Kosovo within our classrooms and ourselves.

-Sarah Frisof, junior

Religion: What is and isn't allowed

Permitted:

1. Intercultural programs focusing on the role that religion has played in history or the development of society are generally acceptable and desirable in a multi-ethnic society.
2. Programs should be encouraged which educate students about the principle of religious liberty as one of the central elements of freedom and democracy in America.

Not permitted:

1. A worship service or religious ceremony of any kind, regardless of whether or not conducted by a clergyman.
2. Religious symbols - defined as any object which is directly connected with a religious observance, devotion or celebrations; e.g. nativity scenes, crosses, Stars of David, Buddhas, Christmas trees and menorahs, etc.
3. The presentation of religious dramas as part of a holiday celebration or observance.

Source: Shaker Heights City Schools policy A-512, Feb. 2, 1980

Two roads, the Bible and beliefs; their paths cross in the classroom

By Mike Emrich
Staff Reporter

We are taught in American history that people came to the new world seeking religious freedom. In fact, the United States was established on the right of the first amendment, freedom of religion. With this truth, it doesn't seem to fit with the founders' intentions to keep religion separate from state.

Is it truly possible to keep religion out of schools? Is it realistic?

I have attended school in only one district, Shaker, and I believe that religion and state are separated only to a point. As we have no prayer in school, clearly the two are separate.

The problem is that on occasion, religion does become part of education whether we are praying or not. Our schools are recognized nationally for their diversity. This includes the many religions at Shaker. The truth is, with different religions in one school, it is impossible to completely separate religion from school.

A student's religion often sets up his belief systems, and those beliefs come up in discussions during classes. It is unavoidable. We are even off of school for religious holidays such as Rosh Hashanah.

Another not so obvious occasion when religion becomes involved in education is the teaching of the Bible in school. It is said that we study *The Bible as Literature*, but how is it possible to avoid discussions that involve religion when you are talking about religious history? I agree that the Bible needs to be taught. There are numerous biblical references throughout literature, art and poetry.

However, I disagree with keeping religion out of those discussions.

It is important to understand different interpretations of each story or poem and understand the reasons people believe a certain way. Trying to keep religion apart from those discussions is ridiculous.

It should be at a teacher's discretion when and when not to interrupt conversations or arguments regarding the Bible, or any allusions that come up

in school. By the state interfering and saying that no religion can be part of school is not realistic and not intelligent.

The founders of this country did not intend to keep religious discussions out of school, just away from government.





Justin Gurney
Opinion Co-editor

Council elections deserve more respect

Throughout this year I have written strongly, urging our generation to become more involved in politics and use our voices to make a difference. I tore up peers for not being knowledgeable enough to vote responsibly and treating politics as a joke.

I would like to apologize, not for writing articles or putting down our peers, but for being a hypocrite. Last year, I won an election for president of the class of 2000 by writing a speech I knew appealed to the crowd. While I wasn't proud of how I won, I did win. This year, I did the same thing, completely making a mockery of our election process. This time I lost.

I know I am a qualified candidate with numerous ideas and excellent ability to lead my class, but my campaign speech failed to demonstrate my qualifications. I take student council seriously. I believe it is our first real chance to become involved in politics. I have the constitution memorized, and my voice carries a lot of weight in our meetings, but I undermined myself and my peers by writing a speech that would get a few laughs.

Student council is about electing leaders whose voices are those of their class and school. You should have confidence in those leaders and they should have confidence in themselves. Unfortunately, not even adults seem to understand that.

Politics don't have to be about appealing to the crowd or making voters laugh. Who would you rather have representing you, someone who is going stick his head up a bull's butt or someone who demonstrates charisma, speaking with confidence about ability while maintaining self-respect? That's what Tara Grove did, and my vote goes to her. She deserved to win.

Furthermore, I have never been as proud of my classmates. They voted the right way. I ask the classes that follow in the next century to take student elections a little more seriously. Then when they are 18 they will be ready to vote.

Class of 2000, congratulations on electing the best candidate.

Report cards fail to assess reality

• Student learning, creativity fall victim to standardized evaluations

By Beth Dolinsky
Copy editor

Recently, the Ohio State Board of Education published a prototype of the new school report card that will evaluate each school district in the state on various criteria. The basis of these evaluations is the performance of students on the 4th, 9th and 12th grade proficiency tests. Based on these results, Shaker would be in need of "continuous improvement."

These report cards are not completely accurate and they cannot tell the whole story of a school district. Proficiency tests are not comprehensive ways to demonstrate how well a school district is educating children.

Proficiency tests, in theory, could be a useful tool to measure student success. It is imperative that all children in the school district master the basics of their education. A test that could truly measure each student's understanding and ability in citizenship, reading, writing, math and science would benefit educators and the community. Unfortunately, proficiency tests cannot measure what they promise. Especially at the 4th grade level, it is ridiculous to ask that all children conform to one method of learning. By requiring all 4th graders to take and perform well on these state proficiencies, we are telling teachers and students that conformity is what education is all about. Rather than teaching students creative ways to understand material, share ideas and effectively interact with each other, we have to teach them to regurgitate what they have "learned" exactly as asked.

This is not to say that we should throw out some sort of proficiency requirement altogether. Every child must be firmly grounded in the educational basics before they can understand topics on a higher level. However, we should not stop trying to obtain that higher level by constantly drilling proficiency test material into students' heads.

One high school student related a story that a younger sibling did not pass the writing section of the 4th grade proficiency test because she chose to write a story in southern dialect. It is obvious that a student who has the capabilities to write an entire story in accurate dialect is mastering English and writing. However, proficiency test assessors told this child that she was not proficient in the basics of writing. How can test makers tell a student that she must put her creativity on hold in order to pass a test?



Dan Moody/The Shakerite

Essentially, by requiring these proficiency tests, we are saying that conformity is better than creativity. In actuality, we are not encouraging but slowing the learning process of a child. While no perfect evaluation has been found in order to measure how a child is learning, proficiency tests are not the answer. It would be better to have teachers write an evaluation of each student's progress. With the state's desire to rate each school district, it has lost sight of the real goal: teaching every child.

The state report cards claim to be reflections of each school district's effectiveness as an education tool. However, straight percentages of how many children passed which test cannot reflect what a school system is actually like. It is a shame that not every student passes the proficiency exams with flying colors. Of course, we would like to see every child succeed, but this seems to be an impossible goal.

It is unfortunate that the school report cards cannot truly show how effective a school district is. The report card attempts to draw a comparison between the evaluated school district and other "similar districts." These similar districts are chosen based on size, urban or rural setting, community wealth and school spending. Compared with "similar districts," Shaker spends far more money per pupil but does not perform as well on proficiency tests in general. This seems hard to understand, until examining the "similar districts." Shaker's group includes schools from all over the state. Those in the Cleveland area, Bay Village, Brecksville-Broadview Heights, Chagrin Falls, Cleveland Heights, Hudson, South Euclid-Lyndhurst, Stow and Strongsville, can hardly be called "similar districts" to Shaker or to each other.

Perhaps the most valuable aspect of an education in Shaker is the exposure that Shaker students get to people of all races and walks of life. Other school districts simply don't have the integration and diversity that Shaker dis-

plays. The diversity at Shaker can be most valuable to students; however, only a student's performance on state standardized tests seems to matter.

The report cards fail for many reasons. Proficiency tests cannot accurately measure a student's knowledge. They stifle creativity and send the wrong message. A report card using proficiency tests as criteria for evaluation cannot determine what kind of environment the school provides for its students. It is unfortunate that for Shaker and any other school district, diversity is ignored while conforming to standardized tests is applauded.

Spirit falters as students sit instead of cheer

• Co-curriculars don't receive attention they deserve from fellow students

By Justin Gurney
Opinion Co-editor

Whip it, uh, whip it good!

The cheerleaders cheer and we sit? Too many times I see Shaker crowds, claiming to be the best at everything, sitting down when we should be cheering. Our cheerleaders stand in front of us at every football and basketball game trying to get us pumped. What do we do? We look at them, a few laugh and barely anybody notices them. That makes me sick, but it's not only the cheerleaders that can't get us hyped up. It seems we haven't been nearly as upbeat about our school as we should be.

Success at our school has become the norm and is taken for granted.

I watched from a television in Youngstown our Shaker hoop squad play Cincinnati Moeller in the state basketball championship. As upset as I was that I couldn't be there, I was more disappointed at the crowd. It was smaller than it should have been and certainly not loud enough. When we came back from spring break, only a handful of people attended the pep rally held to honor that state-runner up basketball team.

Where was student council during that pep rally? Where was the spirit club?

Spirit is much more than hanging up signs or screaming in the hallways. It's about cheering on your school no matter where we are, who we are playing or whether we win or lose. I have no doubt that we are spirited with each other, but we fail to express our enthusiasm about our school to other schools. Maybe Cincinnati Moeller isn't a big rival like Cleveland Heights or University School, but it would have been nice if they went home feeling completely inadequate because Shaker's fans were so much more lively than theirs. Who knows, maybe the basketball team could have fed off of our hype.

Since I have been at the high school, we have been inches away from winning. We've almost won state in football,

hockey, swimming, basketball and tennis. That gives us a lot to be pumped up about, not disappointed with. I say we forget about the loss and think about all that we've won. Not enough people applauded Alan Murphy when he won the Cleveland City School debate championship.

Part of the problem lies within the school system. Any other school would have been dismissed when Bob Wonson's squad made it to Columbus, but not Shaker. It seems that Shaker tries to focus only on academics, not extracurricular activities. That's why we don't cancel school for snow days as much and why not enough people were there to support our beloved Raiders. We have security guards everywhere making sure we don't get too rowdy, but sometimes that's the reason we don't get rowdy enough.

Our school has too much to be proud of to be sitting down. So next time those cheerleaders start whipping it, I suggest we all stand up and whip it with them, whip it good.



Robbie Marks/The Shakerite

Does art imitate life, or is it just a cheap copy?

Portrayal of teens on TV is inaccurate

By Meryl Kramer and Leah Kaufman
Staff Reporters

Have you ever had a dream in which a vampire arrives to tell you that you are indeed the chosen one? Not likely, but you can still live your fantasy through *Buffy the Vampire Slayer* every Tuesday night on channel 55.

Do you ever feel so tired in the morning that you can barely make it to the closet to pick out a shirt? ABC's *Sabrina the Teenage Witch* doesn't have this problem — she just snaps her fingers and magically appears impeccably groomed and dressed, ready for school.

We all know that vampires and witches don't exist, but supernatural representations are far from the only inauthentic versions of teenagers on TV.

"*Buffy the Vampire Slayer* is unrealistic and the show is based upon a dream world," sophomore Leigh Anne Strauchon said.

Although this may be true, it doesn't keep teenagers from watching religiously. According to Nielsen's Cable Review, an estimated 1.1 million people tune into *Buffy* and *Sabrina* weekly. And even if they don't, many teenagers know that most adolescents on TV are not from this world.

"I don't think TV is realistic according to real life," junior Aki Hardy said. "Something interesting doesn't happen daily. Vampires don't slay teenagers daily."

Mysticism and magic aside, other discrepancies exist between life on television and life in the real world. Often, characters on TV are hit by wave after wave of misfortune. This is the case with the *Sailors of Fox's Party of Five*. In almost every episode, this orphaned family battles alcoholism, terminal diseases or illegitimate pregnancies. Though each dilemma in itself is very believable, the convergence of all these disasters on one small group is unrealistic.

Other shows that depict severe problems less frequently nevertheless overdramatize life's little tangles so much that the typical teenager is portrayed as perpetually overreacting to the ebbs and flows of daily life. Teenagers on the show *Dawson's Creek* are good examples of characters who bring the stereotypical melodramatic teen to life.

"I think that the events that occur in *Dawson's Creek* do occur in real life. I just think it is so unrealistic for it all to happen at once," sophomore Nikki Haag said.

On the other end of the spectrum lie those half-hour shows in which the characters hardly ever need to deal with the minor problems of everyday life, like having to go to the bathroom in the middle of a big history test, or dealing with long-lasting, serious problems such as arguing with a friend or family member. The shows in this category feature seemingly perfect teenagers in excellent physical form who overdramatize small-scale crises that are nevertheless solved in 22 minutes.

An example of this is *Saved by the Bell*. While this show exhibits all of the above-mentioned characteristics of the typical high school show, it elaborates on the perfection factor by customizing each character's schedule so all of the main characters are in the same classes all day long. Even more unbelievable is the fact that the main characters are best friends with their principal and somehow get clearance to throw parties for each other in his office.

"I think *Saved by the Bell* is unrealistic. Every year they are in the same classes and none of them got into any big fights where they stopped being friends," junior Kesha Pickett said. She added that there were never any new friends added to their group and that the new friends (read, guest appearances) only stuck around for one episode.

Some students are disappointed by the way some of these shows trivialize the realities of adolescent problems. "I think that shows today try to idealize teen life by showing that problems can be fixed in a short heart to heart talk," sophomore Charlotte Jacobs said.

Real life may not be exciting enough to compel millions of people to turn on their TVs every week. But using impossibly beautiful actors to attract an audience and writing scripts that lack authenticity means adolescent viewers have few healthy images to turn to when attempting to define their own images. While most of these inconsistencies between television life and real life are generally just frustrating or insulting, they can often affect those who don't realize that their own lives are not supposed to parallel those of the girls in *Reverly Hills 90210* or the boys in *Smart Guy*.

Often, the people who don't come to this realization im-

tate what they see on TV. Research has suggested that children are very easily impressed by the things they see on TV, especially the violence that appears on such shows as *Teenage Mutant Ninja Turtles* and *Batman Beyond*. In 1982, the National Institute of Mental Health reported that "violent programs on television lead to aggressive behavior by children and teenagers who watch those programs."

The same report found that many television shows use violence as a tool for creating justice. More than 40 percent of the violent acts on the shows studied were performed by the "good guys," without remorse. Critics of teen-oriented programs fear that this leads young viewers to believe that it's all right to be violent, and that violence is the only way to resolve problems. An American Psychological Association study showed that children who grew up with these impressions were more likely to stay violent as teenagers than those who did not grow up watching violent television programs.

Teenagers may be just as impressionable with respect to certain aspects of television. One potentially dangerous aspect of high school students portrayed on television is their visual appeal. Studies have shown that one of the causes of the sudden rise of eating disorders in adolescent females can be linked to the equation of extreme thinness with beauty in television and movies.

"Girls who are strongly identified with and who wish to emulate the ideal portrayed in the mass media are most vulnerable to developing eating disorders, poor body image, and low self esteem," professor Lisa Berons at the American Psychological Association Congressional Hearing said.

The effect that popular culture has on adolescent females existed years ago, but only recently became obvious as the standards for beauty changed. Naomi Wolfe, author of *The Beauty Myth*, cites statistics that suggest that typical fashion models today weigh 23 percent less than the average woman, up from only 8 percent 20 years ago.

Television may have this profound effect on adolescent lifestyles because shows about drastically unrealistic teenagers show us what we want to be.

"That's how the viewers want their lives to be. It's their ideal," freshman Elizabeth Widen said.

Although most shows exaggerate the obstacles they face, shows like WB's *Seventh Heaven* seem to tackle less far-fetched problems, and characters deal with difficulties like a normal family would. (That is, as normal as they can be, considering they are family of seven with children ranging from college to infancy.) This show is different and solves problems wisely, yet draws a large audience of about 1.2 million people per week.

"I think *Seventh Heaven* is a really good show for teens. They deal with a lot of issues like alcoholism, drugs, school issues and many more things. Instead of dealing with these problems in a Hollywood way, they deal with them in a more realistic way," freshman Nicole Grasso said.

Nevertheless, track records for shows depicting more down-to-earth teenagers are far from strong. *My So Called Life* was a popular drama during its two-year stint. Claire Danes played a teenager trying to survive the hardships of high school and parents while facing peer pressure and crushing on Jordan Catalano (played by Jared Leto). The show was critically acclaimed and much-loved by some adolescent viewers for portraying a far more plausible teenage existence than typical TV, yet ABC canceled the show because it had yet to produce the viewership the network demanded. Executives at MTV recognized the show's merits and appeal, however, and quickly added reruns of *My So Called Life* to their schedule.

Senior Darwina Griffin said, "I loved that show when I was in eighth grade because we were all going through that stage of so-called stuff."

Apparently, the realities of network profits outweigh the need for the realities of high school life, and students are left with few quality choices for TV viewing.

"I think most shows are not real and I also think that most of the shows are not really a good example of life itself," sophomore Clint Evans said.

Through students on TV are not always the picture of beauty, they are almost never downright ugly. When was the last time you saw Freddy Kruger walking through the hallowed halls of Bayview High?

Is it James van der Friedel-Wolf? Or Tamara Love Thiesse-Charbel? If you have trouble keeping the actors, characters and shows straight, fear not. It's a common problem. The personalities of characters on television are often so similar that they are almost interchangeable between programs.



ANATOMY OF A TV TEEN

Teenage characters on television are plagued by numerous moral decisions. Problems range from debating whether or not to put a favorite pet to sleep to deciding to cheat on a significant other.

Unlike their real-life adolescent peers, characters on TV rarely ever witness or experience anything that is truly scary or disturbing. They are almost always a part of the solution.

Here's an interesting question: What type of shoes do your favorite TV characters wear? Because of camera angles and screen widths, you almost never see the bottom half of the actors' bodies as they walk through hallways.

The heads of television teenagers are almost always on the verge of bursting from all the strain put on it. Not that this strain is necessarily due to excess homework or impossible tests. Rather, it is usually caused by stress from problems such as a loved one's battle with (choose one: alcoholism, cancer, drug abuse, dyslexia) or a combination of several crises.



What's missing from this picture? As any real-life high school student can testify, a significant amount of time on weekday afternoons and evenings are devoted to doing homework. However, watching someone do their homework is boring, and therefore is not shown on TV.

Ever see a TV character wear the same outfit more than once? Think about it.

Out of all the high school students on all the TV programs of all the stations, almost none are extraordinarily tall or short. But are they all really average-sized? Camera angles make sure you'll never know.

The real Real TV hits the airwaves

Some shows about teenagers are too unrealistic for some peoples' tastes. Four guest writers map out their ideas of television shows depicting teenage life as they see it.

In this show, there are four main characters: a computer whiz, a music buff, a bitter and cynical character and one with no unique characteristics. The computer whiz frequently hints that he would rather be at home in front of his PC than out with the guys. Often, we are led to question why he even hangs out with the others. The show's "typical" teen is easy to get along with, and readily agrees to almost every suggestion. The music buff thinks that God has put him on this earth so that he can bash everyone else's music. The brutal cynic provides a reality check for the group. Because of his excessive swearing, censors have rated this show TV MA and placed it in a prime time slot.

For these four eclectic teenagers, the weekend takes place on Fridays and Saturdays. Sundays are reserved for laziness and homework. They argue about everything from who rides shotgun to where to eat to who is the best ping pong player. When no sensible activity can be conceived, ping pong is the quartet's savior. The computer whiz is often missing from these scenes, since he hates the game. The audience will laugh themselves to tears as the ping pong outcast promptly downloads unwanted things to the music buff's computer while the others are in the basement enjoying themselves.

The all-important question is, who drives? Surprisingly, it is the brutal cynic. The average kid's car is too small, the music buff is obsessed with hitting curbs and the computer person can't park. The non-drivers verbalize their thoughts about the driver, but secretly they marvel at his masterful fishtails, superb handling and perfect maneuvering. The audience will gaze in amazement as they watch the driver successfully out-drive police and squeeze between two cars on a two-lane blacktop.

While the characters of this reality-based sitcom can often be heard making threatening remarks like "I know Kung-Fu," the theme of this show seems to be their basic inability to back up any of their preposterous claims. This group of high school guys spends every week waiting for the weekend and every weekend asking, "What do you want to do tonight?"

The "adventures" of this group of friends are worth watching to find out if they actually succeed at anything. They spend most of their time involved in meaningless debate. Topics include a death match between Dr. Strange and Gandalf the White as well as the ultimate magnificence of *The Matrix*. They address life-changing issues like the outcome of a collision between the Juggernaut and the Blob, and they honestly believe that they are funny.

A lot of time is spent in the car on the way to some movie theater or another, and this leads to an inevitable battle for the ultimate indication of superiority: the right to the ride shotgun. The group has even created a complex series of rules regarding the rights of girlfriends (although it's usually not an issue) and the definition of "mutual consent to go," the accepted prerequisite for a cut-off shotgun.

With this core group comes a handful of friends. The list includes an overgrown Teletubby, an Amish Ninja, characters with less savory weekend pursuits, and the regional bowling champion. Also, a group of girls that frequently mock out heroes but enjoy their (almost) amusing banter make regular appearances.

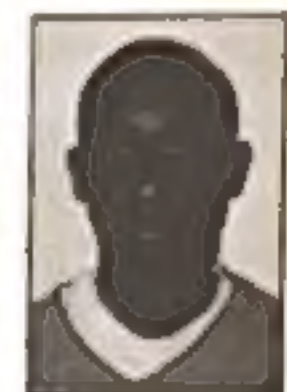
Highlights from the upcoming season include many evenings spent in basements playing Tekken 3 and a camp-out at a movie theater before the release of *Star Wars: The Phantom Menace*. During one heated debate it will be clinically proven that Schroeder from the comic strip *Peanuts* is not and never was blind. Two very new, very different jobs for the boys (one hellish, the other heavenly) and the beginning of a summer Frisbee league also promise excitement.

When asked to summarize the show, the creator and chief writer said, "We started with a story about the eternal struggle between good and evil. Then we remembered we were writing for TV and removed anything of substance to provide a thoroughly mind-numbing experience. The result is this show. Frankly, it's not good but it is true to life, although I'm not sure whose. If I had to go through that kind of insanity day in and day out, I would chew my own arm or hit myself in the face with a brick." He then made a note to consider both of those as future story options saying, "Why not? People watch anything. Look at the WB."

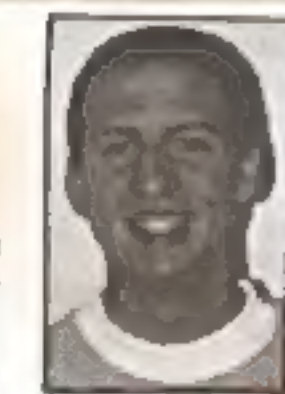
In my television show the plot would be simple and to the point. In order to depict a real teenagers' life you first have to cut the drama down to a minimum. I am not saying that teenage life has no drama, I am simply saying that everyday is not an episode from *Dawson's Creek*. First you have to start out with the basics who, what, where, when, and how. Let's start with when. Of course the show would take place in the present and in the middle of a school year, although some scenes could take place during the summer. Who is the next question and even though the answer is simple who is a major factor in what makes a good show. Teenagers would star in this show, preferably sophomores and juniors. These teenagers would be your everyday teens, not extremely popular but at least pretty well known. What is the next issue to address and that is when it gets interesting. These teenagers don't have a life crisis every episode. Instead they are just sitting around talking to each other, either about real issues or sometimes just about something random. Of course some episodes will be dedicated to intense drama for that is how a show keeps your interest. In a way, I guess you could say that my ideal TV show would dramatize real life. The average teen does not crawl in and out of their best friends' window at age 15, things like that just don't happen. My show would kind of be like a *Real World* for teens. Part of the reason why *Real World* and other shows like that are so popular is because they depict real life. That's what people want to see, but they also want to see conflict and problems. My show would reflect both of these.

My ideal television show would be about four best friends. The lead characters would be African-American young ladies around the ages of 15 and 16. The four girls names would be Kamika, Monika, Shaquitta and Carla. This program, titled *Keepin' It Real* would focus on their problems and how each girl's problem is solved.

Some plot highlights include an emotional episode in which one of the girls is impregnated by her boyfriend of a few months. Another one of the girls has a drug problem and one more is doing poorly in school. The four girls in the TV would be very strong women, dealing with their various problems while dealing with life in general. The fact that the four girls fight with their problems and eventually win them over is meant to be an optimistic message to the audience. The girls' triumphs shows teens that if they try, they can make it too.



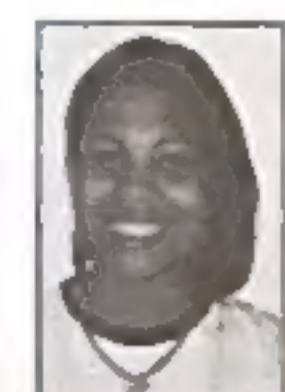
London Glaze



Austin Frank



Aida Harris



Karwana Johnson



Jesse Griffiths
Feature Co-editor

Happy Meal?

Remember the joys of a Happy Meal? Remember the feeling of getting the last Hot Wheels car and completing the series? Remember how excited you got to hear "Kids, we're going to McDonald's!"? I do.

Sadly, in this day and age, the mystique surrounding McDonald's experience is just a memory.

A few weeks ago, I was honored to win a free Happy Meal in the McDonald's Monopoly game. I was ecstatic! A Happy Meal, and it's free! But, when it actually arrived on my tray, I was devastated. Right away, I noticed many problems.

Problem number one: When did they stop putting Happy Meals in those wonderful fold-up boxes, with the beautiful golden arch handles? I loved those cute little packages! As a kid, I looked forward to those boxes more than the food actually inside. Remember the games on the box? Or what about the cut-out people like Grimace and Hamburglar? They are gone, gone I tell you! Now, as we face the dawning of a new millennium, all we are left with is a paper bag. Forget "environmentally friendly," I don't want no sad sack. Bags aren't exciting; they don't even have handles.

Problem number two: When I finally got over the fact that my beloved box was gone, I tore open the bag in search of the toy, the second most key ingredient in a Happy Meal. I remember so fondly the days of miniature Barbies and Hot Wheels. One time they gave away Berenstain Bear figures, high-quality playthings that I still have. However, when I opened this run of the mill gray bag, I found a mockery of all toys and glory that came before. My "toy" was a small, black, plastic Furby. You push its small hard round tail and its ears cover its eyes. What is the point of this? This is not fun! Where is the creativity in this? I want my Fraggles Rock Wembley figure that drove a carrot.

Folks, for the sake of the kids and society, let's work together as a unified body to restore the great empire once known as McDonald's. Please, help the kids of tomorrow gain the same rush that we all felt during the glory days of the Happy Meal. Show the kids the ways of a good old-fashioned burger, small fries, drink and toy in a box!

As a sub, Mr. Shelton wows students

• Plans of trouble go under when students are greeted by guest teacher

By Justin Gurney
Opinion Co-editor

When a student enters a classroom and immediately sees the teacher is absent and a sub is present, the student may smile and say, "This is going to be so easy."

But not when Charles Shelton is the substitute.

Shelton has the respect of his students as a teacher and as a person. Respect aside, what the students love most about him is his personality and stories. Many students that have him as a sub wait anxiously for him to begin his stories.

"He's full of a whole bunch of stories and he's really nice," junior Chiamaka Ezepeue said.

"He's perhaps the best substitute that ever lived, because he has visited almost every

country. He tells us great stories, and is just, in general, cool. Oh yeah, and I love his ties!" said Lee Ajayi, a sophomore who recently had Shelton as a sub.

Shelton's stories emerge because of his experiences. He taught at Rocky River High School from 1950 to 1983, then he worked for a travel company, taught again at Lorain Community College, and finally became a substitute teacher at Shaker four years ago.

"I don't think subbing is hard," Shelton said. "You have to be flexible, but there are no papers to grade. Real teaching is really hard because you have to plan lessons."

His experience and perspective enable him to win the respect of his students. This is not an easy feat for substitute teachers.

"I try to motivate people, I don't really teach. I try to get students to do work and be positive," Shelton said.

Shelton's diversity allows him to sub in any class, although his favorite class to sub for is English, because that is where his teaching background lies.

What is it that Shelton adds to a classroom that other subs don't?

He became sophomore Jared Galvin's favorite sub after one day of fun in health class.

"He's a funny guy and knows how to get his classes going. He's my favorite by far," said sophomore Jared Galvin, who remembers Shelton as a sub in a fun-filled day of health class.

Junior Cherie Middlebrooks agreed. "He's not someone you go to sleep on in class. He's interesting," she said.

Shelton's personality and fun attitude don't stop in class. He is also involved in numerous ac-



Nicole Majorczyk/The Shakerite

Chuck Shelton is a favorite substitute among students at Shaker. Here Shelton helps sophomore Juaneal Ballard with an assignment. Shelton is a former English teacher who enjoys running and biking in his free time.

tivities outside of school.

Just by looking at him, you would not be able to tell that Shelton is an avid and dedicated runner.

He has traveled the world with the simple goal to run in interesting countries.

"My favorite runs are separated by hundreds of miles -- Bali, in Indonesia, and Vancouver, BC," Shelton said. "Vancouver has great bike and jogging

paths."

Locally, Shelton recently ran a 10K race from Warrensville to Coventry and back.

Shelton has also begun biking in his spare time. "This June, I'll be biking rather than jogging for two weeks through the Loire Valley of France," he said.

In the meantime, Shelton's presence will continue to please students whose teachers take the day off.

SHELTON ON THE RUN

A LIST OF
CHUCK SHELTON'S
JOGGING SETTINGS

Indonesia
Vancouver, B.C.
France
Russia
Amsterdam
Shaker Heights
Cleveland

Everybody needs somebody sometime

• For everyone who goes to Shaker, those "somebodies" are secretaries and "sometime" is now

By Nate Auerbach
Staff Reporter

What's so special about secretaries that Malley's Chocolates brings out their rare chocolate-covered strawberries for one of only three yearly appearances?

Secretaries' Day has arrived, and people all around the country are trying to think of presents to buy, to show appreciation for the people who help them keep things straight.

At the high school, secretaries are not simply people who wait around for the phone to ring and take messages while they

type things for administrators.

Shaker secretaries are the mortar that holds the bricks of the school together.

"The secretaries in the school are like my right and left arms," said Assistant Principal John Addison. "They are often the first people to greet and talk to the different publics -- students, parents, members of the community -- that the school interacts with."

"We're the heart and soul of this school," said attendance secretary Annette Sankey, who has

worked in Shaker for 16 years. "Everybody needs us for something at one point in time."

Sankey, whose dream Secretaries' Day gift would be a big bonus (hint, hint), is amused at the three to four times each week that she has to deal with kids calling in disguise to try to excuse themselves. She just keeps them talking until they slip, then apprehends phone numbers and calls back.

The last resort of the untouchable Sankey is to hand the phone to a unit principal.

Attendance secretaries also have to deal with parents who won't let their kids truck to school when it's rainy.

According to secretarial supervisor and Shaker graduate Alice Kutil, there are 14 people on the secretarial staff. Each devoted secretary works eight and a half hours a day, with an hour for lunch and a 15-minute break in the morning and afternoon.

"The place would fall apart

without us," Kutil said. "We share duties so we can get the job done. We work as a team."

Marilyn Lindbloom, a 24-year secretary, said that her favorite aspect of the job is "being with the kids. I like seeing them succeed. I like to see them come back and show us what they've done."

Students are also grateful for them. "They help me out a lot with applying for colleges," said junior Patrick Hicks.

"It keeps us young," secretary Rae Koberna said.



Nicole Majorczyk/The Shakerite

Rae Koberna diligently answers important calls in the main office. When she is not answering phones, she is organizing school files, answering questions from students and teachers and helping school administrators.



Nicole Majorczyk/The Shakerite

Marilyn Lindbloom has worked as a secretary for 24 years. She said she enjoys being around kids the most.

Foundation grants give students OPPORTUNITIES

• The Shaker Schools Foundation has proven to be a great source of funds for students who excel in some area of academics, extra-curricular activities or sports, students just need to be made aware.

By Jenny Heisler and Megan Johnston
News Co-editor and Feature Co-editor

When Shaker students getting ready for college begin to look for different scholarships to apply for, the Shaker Schools Foundation seems to be overlooked as an incredible source of money. However, the memorial, alumni and special purpose funds are great sources for what college-bound students need most: money.

The Shaker Schools Foundation is a group of Shaker parents and graduates who give various awards to Shaker students for different reasons. In a brochure for the Shaker Schools Foundation, President Rob Forward refers to the Foundation as "a jewel of the Shaker Heights community, allowing teachers and students to

"I just don't understand why people don't take advantage of this kind of free education [in Shaker]."

DOROTHY HUMEL HOVORKA
scholarship donor

sparkle. We [the Foundation] can succeed only because of the other 'gems' of our school community—our supporters."

"School-funding is changing and Shaker stands to lose some funding," Shaker Schools Foundation Trustee Freda Levenson said. This is the basis with which the Shaker Schools Foundation was founded. Yet this is sometimes hard to believe considering that there are more taxes in Shaker Heights than anywhere else in the state. Thankfully, the Shaker Schools Foundation has grown into an unbelievably important source of funds for Shaker students.

The Moore Family commemorates the memory of their daughter, '90 Shaker graduate Jennifer Lynn Moore, by giving a cash award and having dinner with a student who shows passionate concern for the environment and maintains an outstanding grade point average. The Jennifer Lynn Moore Environmental Award continues for four of the student's college years if the student holds above a 2.5 GPA.

Moore founded the first environmental club at Shaker and was its first president. She was also balancing her abilities between the a capella choir and the "Who's Who" program. Jennifer had a love for writing and developed a unique flair for it as she wrote many poems in her pastime. She graduated from Shaker and went onto Vassar College in Poughkeepsie, New York where she died as a sophomore in 1991.

The Berger family remembers their son David Berger as a strong academic and sports leader. After establishing dual citizenship in the United States and Israel, David became a member of the Israeli weightlifting team and competed at the 1972 Olympic Games in Munich. He was one of 11 athletes killed when terrorists invaded Munich during that summer.

The David M. Berger Award has been awarded since 1973 to either a male or female student, not necessarily a senior, who shows strong leadership in both sports and academics.



Shaker Heights High School '92 alumni Diane Renee Hairston receiving the Dorothy Humel Hovorka Award for Scholastic Achievement at the annual awards ceremony. The Dorothy Humel Hovorka Award recognizes an African-American high school student. Many consider Hovorka to be "what makes the Shaker Schools Foundation so strong." Hairston, the recipient, graduated from Carnegie Mellon and is going to receive her Master's degree in May from the University of Pittsburgh.

"It's for a good sports person and academics," said Dorothy Berger, David's mother.

A 1938 graduate, Dorothy Humel Hovorka sponsors an award every year to

the African-American junior with the highest grade point average. She has given the Dorothy Humel Award for Scholastic Achievement since 1991. The first time she gave the award, Hovorka gave it to a se-

nior, but in her desire to know the student after he/she earned the award, she changed it to an award for juniors.

"I was very honored when I received the award. I wanted to receive it because when I found out about the award it provided an inspiration for me to do well academically," said senior Najah Farley, a '98 recipient of the Hovorka Award.

"I'm happy to be doing it," Hovorka said, "I just don't understand why people don't take advantage of this kind of free education [in Shaker]."

Three-time Shaker Schools Foundation President Rob Forward noted Hovorka's contribution. "She [Hovorka] is what makes the Shaker Schools Foundation so strong," he said.

The Amy Silberman Award for the Theater Arts in Education was started in memory of Amy Margolis Silberman. Amy was an '81 graduate of Shaker who excelled in the arts by publishing poems, producing plays and designing the black box theater [Stage Three] for her senior project. Stage Three has since been the home of New Stages, senior projects, various classes, special student productions and the Theater Three Improvisation company. Amy was also in theater teacher James Thornton's first class.

"In the last 20 years there have been five people who have made a genuinely significant impression on the theater program while they were here and after they

"Amy did so much for the department and had such a great impact that it's an honor to receive an award in her memory."

JENNY STEINBOCK
'98 recipient of the Amy Margolis Silberman Award

left and she [Amy Silberman] would definitely be one of them," Theater Department Head James Thornton said.

Amy's mother Eudice Tracey said that the award is presented to "a junior boy or girl in the theater department who shows wonderful promise in the theater, arts and acting." Tracey has been able to present the award herself for the past two years and hopes to continue doing so.

"Amy did so much for the department and had such a great impact that it's an honor to receive an award in her memory," '98 recipient Jenny Steinbock said.

The Daniel R. Biello Award was established by Daniel's classmates after he died in 1986 of Hodgkin's Disease. The '65 graduate was an accomplished athlete, as he led the varsity baseball team to a state championship in 1965 and received All-Ohio, All-Lake Erie League and All-Scholastic awards. Daniel wrestled and played football for Shaker, too.

He went on to play baseball at Ohio Wesleyan, where he received All-NCAA and All-American awards. Daniel also attended Washington University School of Medicine and later became Associate Director of Nuclear Medicine at Barnes Hospital in St. Louis.

"The award is presented to a good student, a wonderful athlete and most of all a wonderful, kind, considerate individual," said Jean Biello, Daniel's mother. The award goes to a senior.

The Brian Hutton Fund is set up to provide band instruments and uniforms to those students in school who can't afford them. Brian Hutton was an avid band leader who played the saxophone. He died as a junior in January of 1990.

Whether they intend to honor a teacher or student, memorialize a loved one, recognize your graduating class, provide scholarships, support faculty development, or just to be plain old nice, these awards provide great opportunities for Shaker students.

Student funds from the Shaker Schools Foundation have increased greatly over the years donating \$1,000,000 since 1981

- Since its creation in 1981, the Shaker Schools Foundation has raised more than \$1,000,000 for instructional computer technology, classroom enrichment projects and recognition for student accomplishments in academic, artistic and athletic endeavors.
- Since its inception the Shaker Schools Foundation has provided well over \$75,000 for scholarship awards for students.
- The Shaker Schools Foundation has also provided over \$100,000 for enrichment grants for teachers.

Now a word from our sponsor

•Commercials are entertaining, but is their purpose served?

By Stephanie Gabarik
Staff Reporter

Everyone sees them. Many people even like them. Yet commercials on television don't usually achieve their purpose.

According to an unofficial survey conducted at the high school, most students don't want to buy the products promoted by their favorite commercials. This is especially true with car commercials.

Freshman Jessie Nitchmann's favorite commercial is one for the Mercury Villager. She says it is funny, but it doesn't persuade her to buy the product.

The same is true for diaper commercials. Junior Jhermel Goss says he likes these because he thinks the babies shown are cute. "I remember the product," Goss said, "but that doesn't necessarily mean I'll go buy it."

Children and babies are popular tools used to target teens. Other products whose commercials use children include Pepsi, Miracle Whip and Polaroid.

In the Polaroid commercial, a group of children are attending camp away from their parents. They write home asking for money, and send Polaroids of their sad, lonely faces. When they receive massive amounts of money from their relatives, they use it to buy a hot tub and a television set, among other things.

According to the survey, most people like commercials that make them laugh. A popular humorous commercial is for Crispy M&Ms.

Sophomore Lauren Cherry's favorite commercial is the one in which a Crispy M&M tells the man eating the candies to "put yourself in my shoes." In this commercial, the man imagines himself in a bowl with many clones while a giant M&M is eating him. After thinking about this, the man laughs and continues to eat the Crispy



M&Ms. The commercial ends with the man saying, "This is your cousin, sister, and look, your first date." The Crispy M&M cries out "Shirley!" as the man pops another candy into his mouth.

The survey also showed that the Taco Bell Chihuahua is a popular commercial figure. Junior Crystal Williams especially likes the commercial in which the Chihuahua slides into a woman's room on a room service cart.

Freshmen Tamika Workman and Chawnte Lewis like the one where the dog sings to what the viewer thinks is a beautiful woman. In fact, he is singing to an unattractive man who is eating the dog's favorite tacos.

Senior Patrice Nicholson enjoys the Bryant & Stratton commercial that tries to attract students.

"It's a commercial that is trying to get kids to go to college. I like it because it's showing a girl who is an airhead and wants to go to college for all the wrong reasons. She says funny things like 'What's the ratio of guys to, like, me?'"

Junior A.J. Yowler's favorite commercial is the Volkswagen commercial with two boys in a car, bouncing along to "Da da da" by Trio. He says he likes it because it's catchy and humorous, and he likes the song. While it doesn't make him want to buy the product, it does make him aware of the Volkswagen.

Dr. James Martin, a marketing professor from John Carroll University, feels that although teenagers are becoming more aware of advertising techniques, the task of marketing is the same no

matter what your target market is. He emphasized that when making a commercial the objective is to communicate with your target market. He feels teenagers are difficult to target because they're always changing.

"Teenagers are different because they change more than the rest of [the] other target markets," Dr. Martin said. "What worked last year isn't necessarily going to work two years from now. It's a matter of understanding how to get the attention of teens."

Despite the changing devices used to target teen consumers, many advertisers are currently trying to add humor to their commercials. By attracting teens to a funny TV spot, the companies hope to can lure a lucrative market to their product.

The ticket at the moment seems to be making teens laugh, and many commercials are buying this ticket.

the box OFFICE

5/1

Paula Poundstone
Ohio Theatre

5/1

Twist Offs
Agora Theatre

5/2

Dru Hill/ Faith Evans/Total
CSU Convocation Center

5/6

GWAR
Agora Theatre

5/7

Tragically Hip
Agora Theatre

5/9

Peter Dinklage
Odeon Concert Club

5/12

Dave Matthews Band
Gund Arena

5/13

Busta Rhymes/ Deborah Cox/Foxy Brown/Kelly Price/ R. Kelly/Sparkle/ Nas
CSU Convocation Center

5/15

Al Green
State Theatre

5/18-23

Rent
State Theatre

5/21

Hole
Nautica Stage

Her unique style sets Natalie Shook apart from the rest



Natalie Shook creates unusual art. Many of her supplies come from her grandfather's workshop, where odd pieces she uses for her work are abundant. Shook won the gold key award at the Scholastic Art Competition, for one of her sculptures.

•Chicken wire, leaves and feathers are commonplace in Shook's art

By Rob Rains
Staff Reporter

Every day at the high school, hundreds of people pass each other without realizing how much talent fills the halls. Sophomore Natalie Shook is one of these talented students.

Talking to her, it's easy to consider her just another typical Shaker student. She has friends, talks on the phone and listens to music. But Shook has an atypical talent she unleashes in her spare time. "I like art," the sophomore said.

Whether she likes or dislikes it though, Shook has talent. She is modest about her ability and when she was informed about being featured in *The Shakerite*, her response was, "Neat."

Shook had humble, but early beginnings. "I made my first sculpture when I was six. It was abstract," she said. More recently, she won a gold key at the Scholastic Art Competition, the highest award to be presented. The sculpture she entered depicted a pregnant woman carrying a dead child in her womb. "Inside [the woman] was medical gauze and wood var-

nish," Shook said. A bird's nest covered in cracked eggshells holding a fried egg in the center was also inside of the stomach.

"She had killed her baby from her drug habits," explains Shook. "She was a bad mother, a very bad mother." Shook also made a head for the pregnant woman using cigarette butts for hair, symbolizing one of the mother's bad habits that led to her baby's demise.

Students' feelings about the sculpture was also positive. "[Natalie] seems really talented," freshman Brandon Rae said.

Shook said that her inspirations are nothing special. "I fall asleep, wake up and have an idea. [For each project] I try to use different mediums, if I can."

Her tools of late are wood varnish, chicken wire and leaves sewed together. However, Shook does admit to being partial to the motivational music of a classic rock act. "Floyd all the way," she said of her enthusiasm for Pink Floyd.

When Shook wants to make some art, she travels to her grandfather's workshop five minutes from her house. "He's got everything," Shook said.

The young artist doesn't spend her

spare time watching television or playing video games. For her, spare time is an opportunity to work on another project. Her gold key project was "for entertainment purposes."

Shook said she is still striving to create a masterpiece. "I have not made my favorite project yet," she said. Over the years, Shook has accumulated a body of work that adorns her home while waiting to be unveiled at an art museum.

"Her art projects take up most of her room because of her larger projects," said Ileana Shook, Natalie's mother. "We hope she can concentrate on her work and progress in art as well."

Shook's favorite projects are lamps. "I like to work with light," she said. Her repertoire of lamps includes one that is five and a half feet tall. It's about six feet high, she said.

This sophomore talent has a special passion for something and the ability to go along with it. Her projects are progressing and she is working on new endeavors. Right now, she is putting down the leaves and chicken wire and is picking up a paintbrush.

"I'm working on a self-portrait," she said. She adds with a laugh, "From what I have done, you couldn't tell."

raider of
THE MONTH



By Nate Levin
A&E editor

Monkey tells all

When I entered the high school as a scared freshman in the fall of 1996, I was told of several great clubs and activities I could join because I had come to the big school. I almost joined some clubs, but something stopped me. What stopped me was my involvement with *The Shakerite*.

Over the years I have witnessed some of the hardest working kids in school bust their butts to make a paper that appealed to students, staff, administrators, alumni and residents of Shaker Heights. In this, my last column as an editor, I am going to clear up misconceptions and reveal "The Secrets of *The Shakerite*."

The first topic I want to address is coverage. Our job as editors is to decide what issues are to be reported and what stories are relevant to our audience. Shaker has more than enough activities to fill 16 pages. We also have to consider local, national and world events and how they impact our school and community. When covering school activities and events, we make an effort to spread coverage around the countless clubs, speeches, teams and individuals that make our school unique. We also try not to repeat stories such as a Centerpiece on drug abuse more than once every four years.

This task is by no means an easy one. We spend days — even weeks — agonizing over what we think our readers want to read in the paper while trying to offer coverage to many different stories.

The author of this month's letter to the editor suggested that a monkey chooses the story ideas and the hard-working students who created New Stages XVII were ignored. Let me start off by saying that no story could award them enough credit for the commitment they put into their art. As for covering the theater department, we have featured stories about productions and individual students in every issue of *The Shakerite* this year, with the exception of the March issue. The February issue featured in-depth coverage of two of our school's most promising and talented playwrights. Of course those who produced the New Stages production deserve credit, but readers deserve to see other things.

Another secret of *The Shakerite* is the mysterious deadline night. The deadline we're up against is one we set in conjunction with the firm that prints our paper. These late nights are spent cropping photos and art as well as making last-minute adjustments to our pages. This may not seem like a big deal, but publishing just one page takes many hours.

Our allotted time to work during the school is limited. We stay past 4 p.m. many nights leading up to deadline, and until 10 p.m. the night before and day of deadline.

Now, I'm not writing to ask for pity or forgiveness for any grief we, *The Shakerite* staff, have caused you. Instead, I hope you have a better understanding of how a paper is made. I encourage all of you to write letters and give us story ideas to make the paper better for those whose standards count — yours.

A new one from Petty, a classic from the Stones

•Great films to rent, plus *The Matrix* and *10 Things I Hate About You*

Music

Echo Tom Petty & the Heartbreakers

The band that gave us "Running Down a Dream," "Free Fallin'," "Refugee" and "Into the Great Wide Open" has returned with a hot new set of tracks. Tom Petty and the Heartbreakers have released the long-awaited album *Echo*. The first singles, "Free Girl Now" and "Room at the Top" are songs in typical Petty fashion: strong lyrics with catchy classic rock riffs. Petty and the Heartbreakers also show their soft side on songs like "Swingin'" and "Lonesome Sundown." Other above-par songs are "Accused of Love," "Rhino Skin" and "Echo."

Petty and the boys are touring this summer to support the album. Petty's shows are always excellent, with massive energy and great sing-along songs. He brings his show to Gund Arena June 16. Tickets aren't cheap, but will surely be worth the price.

This one is highly recommended for classic rock fans as well as those familiar with Petty classics. *Echo* is a hit.



Nate Levin

Out of Four

Let It Bleed The Rolling Stones

From the opening riff of "Gimme Shelter," one can easily hear why the Rolling Stones 1969 release *Let It Bleed* is a classic.

This album defines the R&B/heavy rock style that gained the Rolling Stones unheard-of popularity in the '60s.

Songs such as "Monkey Man" and "Live With Me" are two lesser-known tunes that are well written and exemplify the songwriting skills of Mick Jagger and Keith Richards.

Other well-known songs are "You Can't Always Get What You Want," which was used in an MCI commercial; "Gimme Shelter," which lent its name to the 1969 Rolling Stones tour documentary; and "Country Honk," which is a slower version of the Stones classic "Honky Tonk Woman."

This album belongs in all music collections as it is an all-around excellent collection of quality songs by the world's greatest rock and roll band.



Nate Levin

Out of Four



Don Moody/The Shakerite

Movies

The Matrix

It isn't often that a movie sparks the interest of thousands based on its trailer alone. However, *The Matrix*, starring Keanu Reeves and Laurence Fishburne, is one of those films. Say what you will about Reeves' wishy-washy acting ability — his style perfectly fits his role as a computer genius named Neo. After all, what actor but Keanu Reeves can say "Huh? I don't get it," for two hours straight and still maintain his cool, suave identity?

I don't think you will ever run into someone who says *The Matrix* is an artistic masterpiece, or even comes close to being intellectually stimulating, but is worth \$6.25 to see the special effects.

Bad acting and weak plot aside, this is one of the best action-packed science fiction thrillers in years. I highly recommend this film for those who are fans of visually stunning movies. It will blow away your senses.

Scott Martin and Lisa Samois



Out of Four

10 Things I Hate About You

This teen flick revolves around two boys, a model athlete and a typical loser, who are competing for the same girl. The trick is that this girl isn't allowed to date unless her all-but-social sister decides to ditch her biting sarcasm for some unlucky guy. Eventually, after much searching, a dark and lonely Australian reputed to have sold his liver on the black market for a stereo, is paid to date the angst-ridden sister. As expected, the hired hand falls for the unusual sister and finds himself in quite a complex predicament.

While the story was not surprising, the movie does keep you hooked with dual love stories that make the story seem like two completely different films.

Although this movie was good, it isn't worth the costly ticket price. However, it did leave a huge grin on my face and a peculiar urge to move to Australia.

Megan Johnson



Out of Four

Videos

Ferris Bueller's Day Off

"Life moves pretty fast. If you don't stop and look around once in a while, you could miss it." As said by Ferris Bueller himself, this quote sums up the classic 1986 movie *Ferris Bueller's Day Off*. Ferris plans to make his ninth skip day of the school year stellar because of the beautiful weather. Plotting his sickness as soon as he gets up, his plans for escaping the school day include going to downtown Chicago with his best friends. He spends the day outsmarting Dean of Students Ed Rooney, who is determined to bust Ferris. Along the way, Ferris speaks timeless movie lines such as, "Cameron is so tight, if you stuck a lump of coal in his fist, in two weeks you would have a diamond," and after the credits roll, "You're still here? It's over! Go home! Go!" Who else could pull off such a scam? Ferris Bueller and only Ferris Bueller. Bring him your finest meats and cheeses.

Jessie Strange



Out of Four

Fatal Attraction

Fatal Attraction, an intense '80s thriller, stars Michael Douglas, Glenn Close and Ann Archer. Douglas has what he thinks will be a one night affair with Close.

However, Close has another opinion and does not take "no" for an answer as she continues to pursue Douglas, becoming cruelly obsessed with him and his family.

The love-crazed Close manages to call Douglas' house 30 times a day, wreck his car and boil the family's pet rabbit — alive. This movie is a fast-moving, frightening hit that includes spicy sex scenes and bloody psychotic adventures.

The fact that the stalker in this film is female was noteworthy, evoking anger from women and filling newspapers with commentary. *Fatal Attraction* is definitely worth renting and can be found in the action section.

Monica Edwards



Out of Four

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Pro wrestling is once again a *smash*

•Teens and adults know the slams and elbow drops are fake, but are kids able to draw the line at reality?

By Nate Levin
A&E Editor

The good ole days of 'rasslin are over. Today's world of pro wrestling, or sports entertainment, is more adult-oriented than ever, but adults aren't the only fans of this male soap opera. The new World Wrestling Federation and World Championship Wrestling leagues have spanned a nationwide battery of preteens yelling, "Suck it!"

Since the sport was invented, kids have been emulating what they see. Each week the three leading cable channels, USA, WTBS and TNT, broadcast 12 hours of wrestling programming.

Officials from the WWF and WCW say their shows are intended for audiences ages 18-34. Nevertheless, 13 percent of the show's audience is in the 6-11 age group.

Linda McMahon, CEO of the WWF and wife of WWF owner and talent Vince McMahon Jr., has been quoted in *USA Today* saying that the WWF is no worse than violence in films and other TV shows. "We're not killing anyone. We're not maiming anyone," CEO McMahon said. "Do we slug each other with steel chairs? Yes. Do we think it should be copied? I don't advocate anyone picking up a chair and slugging anyone. I don't advocate anyone picking up an M-16 like Arnold Schwarzenegger does in the movies, either," she said.

According to *USA Today*, Ronald Stevens, director of the National School Safety Center, said that whether or not kids perceive the violence as real, "young people are being provided with a violent role model, not simply as a physical activity, but for problem solving."

The story lines of professional wrestling have also made a 180 degree turn in the last three to four years. It has been eons since the days of Hulkamania, when Hulk Hogan urged viewers to say prayers and take vitamins.

Also gone are the standard good versus evil themes. A few years ago, the good guys such as Jesse "The Body" Ventura fought the bad guys like the Iron Sheik and all ended well. Today, there are no good guys, just bad ones. It is up to the fan to decide which characters stand for the morals that fan values.

Along with the dismissal of heroes fighting for the betterment of mankind, the WWF has begun using more adult, sexual themes. Now more than ever, scantily-clad women with names such as Sable and PMS (Pretty Mean Sisters) entice male wrestlers to fight for the girl. Although women have always been a part of wrestling's history, using sex as an excuse to fight is a relatively new addition to the wrestling scene. Val Venis, a character who poses as a porn-star who makes adult movies with the women of the WWF and was supposedly castrated months back, did not exist. Neither did The Godfather, who offers his "hoes" to his opponent before a match, while exclaiming "Pimpin' ain't easy!"

While mature audiences can comprehend that the sexual innuendos are fake and in good fun, children are being directly taught that it is OK to look down upon women, and that they are nothing more than objects.

Without a doubt, some of this vulgarity has spilled over into schools. The most common offense that administrators report is one that entails pointing at one's crotch and exclaiming "Suck it!" Eight students at a school in Winnipeg, Manitoba were suspended for using the gesture and remark.



The World Wrestling Federation (WWF) and World Championship Wrestling (WCW) rank high in TV ratings each week. The story lines that characters follow are much more racy than ever before. Doing battle above are Goldust, who occasionally dresses in drag, and Shawn Michaels, who formed a clique in the WWF called D-Generation X, whose motto is "Suck it!"

Television stations that carry the shows don't heed critics of the lowbrow entertainment because the shows are very popular and profitable. David Schwartz, senior publicist for the USA network, stands by his network's broadcast, according to *USA Today*.

"We're no more aggressive than what you see in prime-time TV. Look at *NYPD Blue*. We saw Rick Schroeder's bare butt on that show a week ago," Schwartz said. "On WWF, there's no nudity, no death, and nobody gets raped. Look at the other 10 p.m. shows on network TV and see what they're showing."

Such comparisons have been pro wrestling's defense for years. However, there are no Dennis Franz action figures at Toys 'R Us, where aisles overflow with WWF and WCW products.

Inside Edition, in conjunction with researchers at Indiana University, viewed 50 episodes of *Monday Night Raw* and tallied almost all objectionable references. The most astonishing result was the number of references to genitalia. Such acts appeared almost 1,700 times in one year, not including other WWF shows.

Judging by ratings, it doesn't seem that pro wrestling's slide into vulgarity will turn off fans anytime soon. But next time you're channel surfing and men with masks and tights are hitting each other with chairs, ask yourself if these are the men you would want your kids to look up to.

These are the results of an Indiana University/Inside Edition study of WWF's Monday Night Raw. 50 episodes of the show were analyzed and each questionable act was tallied.

| Offense | no. of occurrences |
|-----------------------------------------|--------------------|
| Grabbing/pointing to one's crotch | 1,658 |
| Giving the finger | 157 |
| Simulated sexual activity | 128 |
| Satanic activity | 47 |
| Simulated drug use | 42 |
| Urination, talking about/ appearing to | 21 |
| Appearance of character as a prostitute | 20 |

Source: USA Today

Backyard wrestling: Low cost entertainment

By Rob Rains
Staff Reporter

It's a Friday afternoon. You and your friend are just sitting around, bored.

"Hey let's go to a wrestling match," you suggest in a fit of inspiration.

But the WWF (World Wrestling Federation) and WCW (World Championship Wrestling) are not in town. What to do? Head over to an ETW (Extreme Trampoline Wrestling) show. It's cheaper and you get better seats for the event. Oh, by the way, you'll save on transportation because the showdown is in your neighbor's backyard. No rules, no gimmicks and no commercial breaks. Backyard wrestling is picking up steam, with more than 100 federations, and kids can't get enough of it.

In a bizarre union of pro wrestling mania, Internet access and testosterone, adolescent males around the country are creating loosely organized wrestling

leagues. The participants are boys who demonstrate to the league leaders their dished wrestling interest, their knowledge of pro wrestling history and their command of wrestling moves. They publish newsletters and maintain websites that promote their own brand of wrestling mania, which usually takes place on a trampoline in lieu of an actual ring. The wrestlers leap from the tops of their houses, crack chairs and other household items over each other's heads and videotape the matches so they can be shown later on the Internet. The leagues were recently covered in a *20/20* special.

Kids come from all around a quiet neighborhood in Chardon to see wrestlers, ranging in age from 16 to 21, tangle with each other.

"The difference between ETW and that *20/20* special is we concentrate more on the wrestling aspects in our matches. Though weapons are involved and play a

large role, we like to wrestle more," said Shaker junior Ben Cahen, whose ETW nickname is Purple Haze. "The *20/20* special made it look like [backyard wrestling] was an excuse to mutilate yourself."

The ETW is a brother league to the TWA (Trampoline Wrestling Alliance) in Canton. It was founded in early 1998 and has since enrolled more than a dozen people. Shaker students who participate include senior Mike Jacobson, a referee, and junior Aaron Rund, who at shows is known as Watchtower.

Wrestlers commonly use tables, chairs, fire extinguishers and bats. "The thumbtacks hurt more than the barbed wire," Cahen said. "They get stuck in your hand and are annoying."

Although the *20/20* story suggested backyard wrestling's growing popularity posed dangers to its participants, the apparent risks don't seem to dampen the young wrestlers' enthusiasm.

How to be the next Hulk Hogan

WWF and WCW get their wrestlers from all over the country, including from Bill Anderson's School of Hard Knocks. These are Bill's tips on selecting a school and what to expect on the road to stardom.

•Make sure you're getting your money's worth. We charge between \$15 and \$25 per class. A lot of guys would just take you in the ring, beat you up, take your money. Our school has over 20 years of experience, so the student gets the best training.

•A school should have a history of training those who have made it in one of the two big leagues. We've trained The Godfather (WWF), Sting (WCW), Jim Von Hellwig (The Ultimate Warrior, WWF), Reese (WCW), Vincent (WCW), Chris Jericho (WCW).

•Size isn't everything. What everyone needs is proper attitude. You need to have the desire to work your butt off and not be lazy. There are a lot of big guys that are flops, that you never hear from again.

•Don't expect to make it to the big time overnight. When guys ask me this, I take them out to the parking lot, grab a baseball and say, "Catch this ball. Then tomorrow, go to Dodger Stadium and ask 'When can I play for the Dodgers?'" It's the same thing. You have to work to make it in this business.

Contact the School of Hard Knocks 3265 North E Street San Bernardino CA 92405 Phone (909) 886-5201

Rob Rains

Success begins on pitching mound

• Baseball team relies on powerful bats, tough defense and untested hurlers

By Alex Kolb
Staff Reporter

Anyone who was at the spring sports awards last year remembers a throng of senior baseball players who were recognized for a record-setting year. Most were pitchers, and now, a year later, one question begs to be asked. Who is left to pitch?

As Shaker moves into the Lake Division, the question becomes even more relevant. Competition such as Elyria and Mentor awaits the young Raiders, and a lack of a strong arm will make for a long season.

Luckily, Shaker doesn't have that problem.

While the team's pitching isn't as strong as last year, Head Coach Charles Longo feels his team has other strengths.

"The team is young and inexperienced and lacks a strong pitching department. We have good defense though, and we hit well," Longo said.

At present, the pitching staff has compiled equal numbers of strikeouts and walks, while in previous years the strikeout to walk ratio was 3 to 1. Junior pitcher Danny George leads the team with 19 strikeouts and a 1.94 ERA.

At the plate, the team has some real sluggers. Sophomore Carson Strang is leading the offensive with 9 RBIs, 2 doubles and one home run, making him the team's player of the week with a .519 batting average.

"We've really done more batting this year to make up for pitching. The games will be high scoring because the pitchers let up a lot of runs but our batters score a lot," Strang said.

The team also relies on big hitting from captain Charles Watson and designated hitter Mike Wilcox. A string of misfortunes have put both on the DL with shoulder injuries.

According to junior pitcher John Franzen, the pitching isn't as bad as it may seem.

"We've put in a lot of hard work. We started the season early on with pitcher/catcher workouts. It'll take some work, but we can be as good as the best of them," Franzen said.

Outfield players such as seniors Donell Boyer and Charles Watson, who have been scouted by the Indians and the Braves and junior Jeremy Moore help lead the team.

"Jeremy was hitting 600



Senior first baseman John Sacks fields a ground ball during the Raiders' win over Parma last Thursday.

last week. He's an outstanding player," Longo said.

During a spring break trip to Florida, the Raiders played four games against teams from New York and Massachusetts. They went 2-2, losing the first two contests but getting it together by the end. Since then, the team has won all but two of their games, and

are 2-0 in the LEL.

Strang likes the chances for a break-even year.

"We'll probably end up about .500 this year, with some high scoring games," Strang said.

Longo feels confident in his team's future. "The pitching is young and inexperienced, but I expect that we'll be strong there next year," he said.

SOARING INTO FINAL FOUR



Sophomore Sidney Williams soars above a Cincinnati Moeller opponent to claim the opening tip of the Division I state championship game. The Raiders lost to Moeller, 67-62.

Armstrong scores 14 at area all-star game

The Running Raiders ran all the way to the final four, making their state championship debut March 26 after defeating the Potlucks of East Liverpool in the semifinal game. Shaker fell to unranked Cincinnati Moeller in the title contest, 67-62. The men's basketball team finished the season at 25-2, their best record ever, and were ranked ninth nationally according to *USA Today*.

Head Coach Bob Wonson won four coach of the year awards including the Ohio High School Basketball Association Coach of the Year award and the Associated Press Ohio High School Coach of the Year award. Senior center Michael Tucker was a *Plain Dealer* Boys Basketball all-star.

ALL STAR ARMSTRONG SCORES 14 Senior Keturah Armstrong was Shaker's representative on the East Side All-Star women's basketball team. The team played the West Side All-Stars April 15 at Lakewood High School. Both teams comprised local high school seniors.

Armstrong started for the team and scored the first two points. She went on to score 12 more to contribute to the 76-73 victory. "It was fun. I got ample playing time. It was a high level of competition, so offensively I felt challenged," Armstrong said. Armstrong will be attending the University of Charleston, West Virginia next fall on a full scholarship.

ICE HOCKEY RESULTS OVERTURNED To the surprise of hockey fans, the Raider hockey team's state semifinal loss to Toledo St. John came into question March 22 when the Toledo team was disqualified and their championship revoked. The Ohio High School Athletic Association learned that one of the Toledo players was also playing for a traveling team based in Detroit. According to OHSAA rules, it is illegal for any player to play for a team other than their high school team. Currently, Shaker holds the state semifinalist title. "It feels like the season is incomplete and the seniors leave with an empty feeling," said senior Joe Simon.

Nicole Majerczyk/The Shakerite

sports BRIEFS

the Ohio High School Basketball Association Coach of the Year award and the Associated Press Ohio High School Coach of the Year award. Senior center Michael Tucker was a *Plain Dealer* Boys Basketball all-star.

RAIDERS OF THE MONTH



DANNY KLEIN

Sport: tennis
Year: senior

Achievement: Klein is a three-time state qualifier, three-time sectional champion, two-time district champion, two-time *Plain Dealer* All Star and two-time *Sun Press* All Scholastic All Star. Last year Klein finished third in the state.

Coach's Comment: "He is one of the hardest-working players I have ever had on the team. He is dedicated to getting better and he's a good leader. He leads by example." - Al Slawson

Teammate's Comment: "The team feels that he is a friendly, hard working, team player." - Adam Abelson

Favorite Sports Memory: "Winning a comeback from behind match in the finals of sectionals my sophomore year and going on to qualify for states that year."

Future Plans: "I plan on trying to win a state championship in singles."



Nicole Majerczyk



Nicole Majerczyk/The Shakerite

TORY RIBAR

Sport: softball
Year: junior

Achievement: Ribar received the National Student Athlete Day Award and the YWCA Bright Futures Award winner. She has struck out 22 out of the 94 batters she has faced in the 21 innings she has pitched. She's captain and starter of the volleyball team and two-year starter for softball.

Coach's Comment: "She gives a real meaning to hard work. She spent the last two years working nine months on her pitching." - Martin Ribar

Teammate's Comment: "She's a great pitcher, and I love playing with her. She is also a wonderful person." - Quiana Smith

Favorite Sports Memory: "This year I struck out eight out of the nine outs in the first game of the season."

Future Plans: "I'd like to play softball in college and I think I want to go into either sports medicine or business."

Nicole Majerczyk





SPORTS

home
RUN!

Raider baseball leads off the season with a record of 6-1. SPORTS, page 15



By Debra Kamin
Staff Reporter

Uniforms no place for ads

You couldn't score tickets to the Jake, but the thrill of watching the Tribe in the comfort of your living room will suffice. You throw on a smiling Chief Wahoo cap, plop down on your Lay-Z-Boy and flip on the game.

Commercials blare from the box until at last you hear the announcer recount the starting lineup. You sit upright, waiting to see your boys storm the glistening emerald field.

But wait. The game has begun, but the commercials continue. In fact, they have oozed out of their time slot and stained the crisp white uniforms with Golden Arches.

Major League Baseball is considering selling advertising space on the sleeves of players' uniforms. For years, soccer uniforms and racing cars have been athletic billboards.

However, America's favorite game is marked by precision and simplicity. From the scrupulous clipping of grass and to the ritual sounds of cracking bats, the art of baseball is most evident in its uniformed heroes.

Using uniforms as marketing degrades the sport into another assembly line castoff of the advertising industry, a moving billboard that entertains with peanuts on the side.

My Israeli father has always shared with me the memory of how he and his father truly became Americans by watching the Big Red Machine play at the old Crosley Field in Cincinnati.

The uniforms were simple, the players played for the same teams the majority of their careers, and all that my father and grandfather saw on players' jerseys was the names of their cities. Because baseball was a pure and simple pastime then, my father has an untainted memory to share with me today.

My children will be denied this memory because of commercial logos and players who play for a paycheck rather than a pastime. It's almost as if America's pastime is past its own time.

Men's tennis rocks the courts again

• Slawson's team sets sights on fourth consecutive journey to state championship competition

By Nate Auerbach
Staff Reporter

The Shaker tennis team has progressed to the state final four for the past three years, but they still crave a state title.

"We're stronger than the football team, smarter than the chess team and cooler than hockey," said sophomore Brian Taubman, who competes in third singles. "We are a team built upon unity. We should go all the way. We are strong and able to win states."

That confidence is just what Head Coach Allan Slawson noticed about his team this year.

"This team has probably the best attitude of any team I've ever had," Slawson said. "I would have said that the teams we've had for the past three years were probably better than this team. This team exceeded my expectations."

According to Slawson, the team will face its toughest competition against University School, Walsh and Medina.

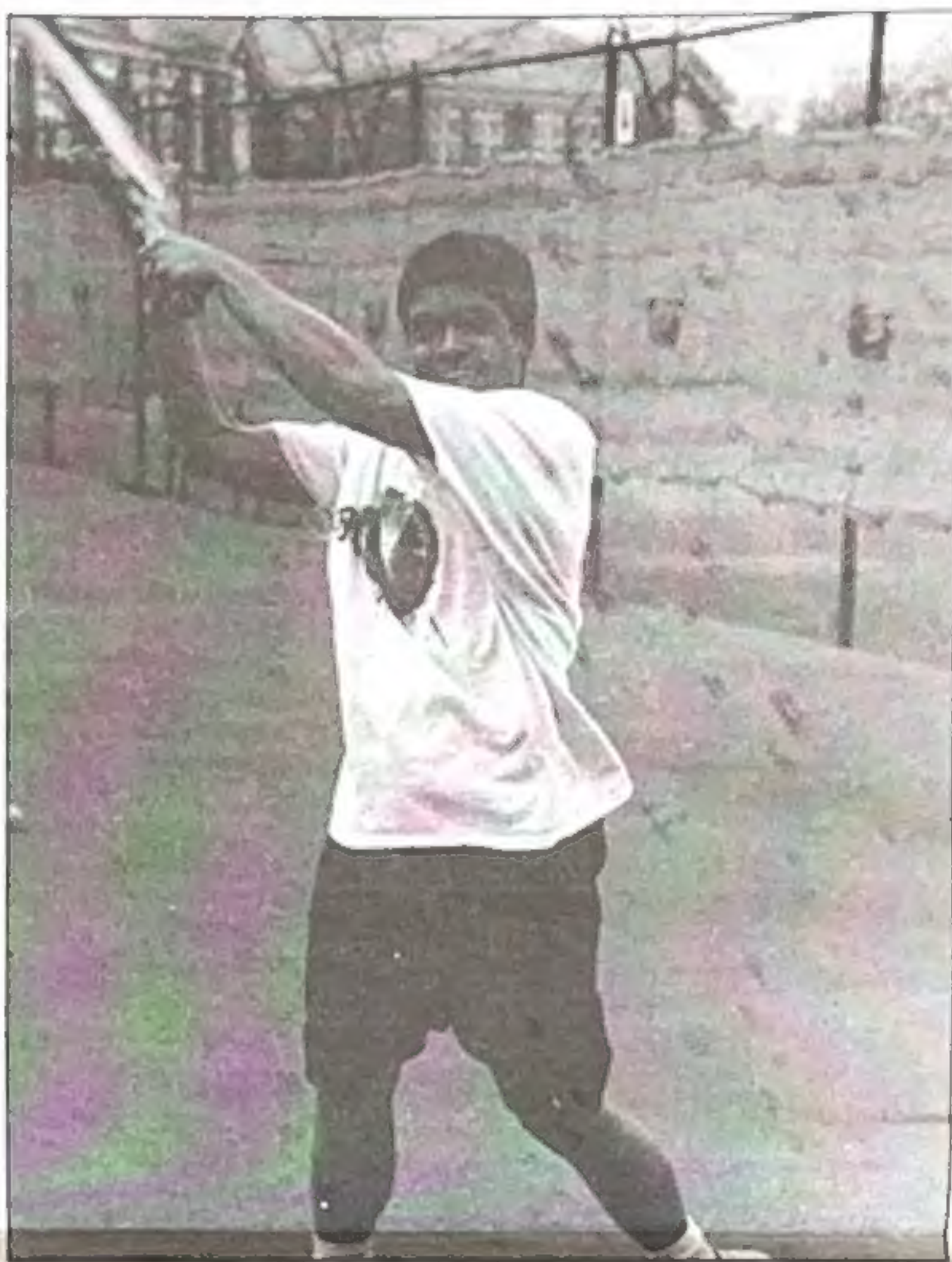
Slawson's players cite his motivational abilities as a boon for the team. "He focuses on not as much winning, but being a team," said senior captain Danny Klein, who competes in first singles. "He tries to do team activities. It helps us win those big matches. It sort of pumps us up."

After two key players, Jeronie Barnes and Parashar Ranade graduated, the powerful team must now compensate with younger talent.

"I think our team's got a lot of depth," said freshman Todd Angney, who competes in doubles play. "I think we're going to do really well this year."

"We have a lot of younger players," Klein said. "Now I'm the oldest one on the team. I see myself taking more of a lead role. The quality and the talent are still the same."

Klein is zeroing in on 100 wins.



Junior Amit Ranade serves the ball. Ranade is following in his brother's footsteps. Parashar Ranade, class of 1998, was one of Shaker's top tennis players.

He is currently 80-14. If he makes the century mark, he will break the school record. According to Slawson, Klein is also the only player in Shaker history to go to Columbus every year and qualify at states each time.

"Danny Klein might be the most I'm looking forward to break the record, but a state championship would be more important to me than

the 100 wins," Slawson said.

Although tennis is one of Shaker's most successful sports, the victories haven't drawn the attention that others have enjoyed.

"We've been placing in the final four and states longer than any other team, yet we don't get noticed. When we do, we get a lot of love and appreciation," said Taubman.



JOHN MANLY

A senior, Manly (6-1) plays first doubles and third singles. Manly has been PD Player of the Week and All

LEL. Last year he was second in Ohio in doubles.



AMIT RANADE

Ranade (4-2) competes in singles and in doubles with Manly. Last year he was state runner-up in

doubles as a sophomore. Ranade was also All LEL in 1998.



ADAM EKLUND

Eklund (6-1) competes at the second doubles spot. According to Head Coach Allan Slawson,

Eklund, a junior, has improved greatly this season.



DANNY KLEIN

A senior, Klein is 80-14, and closing in on 100 wins. He is 6-1 this season. He has earned

numerous awards such as All Ohio, All LEL, Plain Dealer All Star and Sun Press All Star.

Youth will serve Raider softball Contracts benefit grades

• Senior captains Lyons, Smith lead inexperienced squad

By Alex Kolb
Staff Reporter

The softball team's entrance into the Lake Division of the LEL has brought them new hopes and new troubles.

The team lost pitcher Leah Bauer to graduation, but it has found a replacement in junior Tory Ribar.

"Tory isn't as fast a pitcher as Leah was, but she has more pitches," Head Coach Martin Ribar said. "Leah threw a fastball and a changeup, but Tory has both of those and a rise and a drop."

Due to a large number of graduated seniors, the team is made up primarily of sophomores and juniors.

"We're a young team but we have a lot of talent. Our foundation and basic skills are strong, but the experience isn't there," Ribar said.

Her teammates agree. "Since a lot of seniors graduated we have a lot of new players, but we have a sweet infield and a whole new team to work with," junior third baseman Jenny Haky said.

The team is led by senior captains Kim Lyons and Quiana Smith and their strength comes from slugger Liz Swary.

"As far as power hitting goes, Swary is it for slugging. Most others are singles hitters, though," coach Ribar said. He emphasized that the team's batting average is thus far higher than last year's.



Senior Nichole Kirtley awaits the pitch at last week's game.

The team's biggest challenge hasn't been LEL competition, but rather April showers. They were rained out of a tournament April 24-25 and games during the week of the 19th.

The team will face rivals Elyria and Mentor. The outlook? "We'll probably win more than we lose," Haky said.

• Weekly checks help athletes focus

By Danny George
Staff Reporter

A yellow sheet of paper can be credited with improving Shaker athletes' grades this year.

The sheets, on which teachers note student-athletes' weekly academic progress, have been distributed to athletes whose GPAs hover around the 2.0 mark since last fall. The BOE mandated a 2.0 minimum student-athlete GPA last fall in compliance with a state law.

The sheets were initiated in an effort to inspire Raider athletes to fulfill their duties inside the classroom as well as on the playing field.

"We saw our athletes' study habits improving, as well as their grades," said Athletic Director Susan Brown. "They force the

athletes to concentrate on their grades, as much as they do their desire to play."

The sheets are turned in to the athletic office weekly, where they are reviewed by Brown and Athletic Director Dave Sedmak. Coaches must sign the sheets before athletes turn them in.

"The sheets make the athletes more conscious of the fact that their grades were falling, not because they couldn't im-

"They force athletes to concentrate on their grades."

SUSAN BROWN
Athletic Director

prove them, but because they didn't want to improve them," added Joe Katzenstein, a former athletic director who oversees the yellow sheet operation.

"We have lots of smart athletes here at Shaker. Some of them just don't push themselves to the limit," Katzenstein said.